An analysis of the concept of special education with particular focus on mainstream secondary schools in Scotland

Kathleen Hannah

Thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy, University of Glasgow, Department of Educational Studies.

August, 2001

ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 – 1346

This work is dedicated to the memory of

Nicky Gribben

1951 - 2001

Lives of great men all remind us
We can make our lives sublime,
And departing, leave behind us
Footprints on the sands of time.

Henry Wadsworth Longfellow

Acknowledgements

The author gratefully acknowledges the assistance and support of the following persons:

Michael and Kathleen McGowan

John, Adele and Elizabeth Hannah

Dr Fiona Skelton (University of Glasgow)

Malcolm L.MacKenzie (University of Glasgow)

The Department of Support for Learning (University of Glasgow)

Jeff Lewis (University of Plymouth)

HMIE (Edinburgh and Glasgow)

The Learning Support Department and Office staff at Our Lady and St Patrick's High School (West Dunbartonshire Council)

The Directors, Advisors , Education staff, Head Teachers and secondary schools of the following local authorities:

Aberdeenshire
Aberdeen City
Angus
East Dunbartonshire
East Renfrewshire
Glasgow
Inverclyde
North Lanarkshire
Renfrewshire
Stirling
West Dunbartonshire
Western Isles Council

Kathleen Hannah: Ph.D. 2001. An analysis of the concept of special education with particular focus on mainstream secondary schools in Scotland

SUMMARY

Uncertainty about the future of special education in recent years has given rise to discussion amongst its leading thinkers about whether the field should have a coherent theoretical analysis of its own. In particular, the concept of special educational needs has become problematic. Although special education appears to define a special group of pupils and a set of alternative practices, it is increasingly difficult to draw a line between what is 'normal' and what is 'special'. Such tensions are common to all schools, however, they are of particular concern in Scotland's mainstream secondary schools as a result of confusion relating to the roles of learning support staff and their separate status, a perceived lack of resources, pessimism regarding the prospects of pupils with learning difficulties and inadequate training for subject teachers.

Through a descriptive survey, this research investigated the extent to which stakeholders in special education such as policy makers, secondary school teachers, learning support teachers, parents and pupils shared the same perceptions of educational difficulty, whether stakeholders believed that special education would benefit from a theoretical analysis of its own, the extent to which current principles or values such as inclusion and entitlement remained valid and, finally, how stakeholders envisaged future trends in special education.

In general, the study found consistency amongst stakeholders in some respects but significant variations in the emphasis placed on major 'goals' and 'values' by different groups. Stakeholders could not agree on the roles and functions of learning support teachers and there was little understanding of fundamental principles associated with the field such as inclusion. In relation to the validity of specific issues in special education, stakeholders also disagreed on basic assumptions. Overall, 'inclusion'

remained a popular goal amongst parents, although empowerment was regarded by many teachers and policy makers as equally if not more important. There was a clear perception that special education is under-resourced and that initial teacher training for subject teachers is inadequate as a means of preparing them to address the needs and aspirations of a wide range of learners. Stakeholders also shared the perception that pupils were not valued equally by secondary schools, regardless of ability and, notably, a very substantial number of stakeholders in special education regarded the field as problematic.

Although many respondents felt ill-informed, in general, about special educational needs policy and practice, there was support for a theoretical analysis which might help to clarify the relationship between policy and practice, providing that it did not further alienate special education from the education system as a whole. It was felt that goals in special education needed to be more objective and less idealistic if they were to be realised in practice. Finally, with regard to future trends in special education, all groups clearly acknowledged the need for a major review of initial teacher education and staff development to take account of the needs of a broad range of learners. Many felt strongly about the need for a review of the legislation relating to special educational needs and the increased involvement in policy making of pupils, parents and subject teachers. All groups were unanimous in their support for a new principle to underpin practice which promoted tolerance and value of differences amongst young people in mainstream secondary schools.

The importance of conducting the process of theoretical analysis with all of those most concerned with special education has been stressed throughout this study. Based on the responses and shared perceptions of stakeholders in special education, this research has attempted to reconceptualise special education in a way which places special education within the education system as a whole. It combines three new theories in education. 'Difference' theory, emphasises difference over sameness and promotes critical reflection and exploration of assumptions and norms which are often taken for granted and mistaken for absolute truths in education systems, 'Communicative Virtues' which, linked to difference theory, offers the opportunity to adopt a more imaginative and

creative stance towards educational difficulties by assuming that these can arise in a variety of contexts and that, in certain conditions, we can all experience difficulties and thirdly, the theory of 'Multiple Intelligences' which is compatible with 'difference' theory in that it promotes differences in terms of 'abilities'rather than 'deficit' models of children in education. A management model based on a combination of these three theories, together with an outline of their practical implications for secondary mainstream schools is discussed in the concluding chapter.

CONTENTS

TABLES

Figures

APPENDICES

INTRODUCTION

Making the leap

Although this thesis analyses and reflects on thinking and practice in the field of special education, it is, in a sense, as much about shifts in my own thinking about the concept of special education. Projects such as this generally arise from a sense of dissatisfaction with current trends and a desire to know if these perceptions are shared with other stake holders in the field. In this case it began with a personal sense of unease with a field which has arguably been plagued by an identity paradox for the last twenty years or more, (1) or from the moment Warnock (2) attempted to move special education away from deficit models of children towards a continuum of educational need. This conceptual shift meant that special education was no longer qualitatively different from education as a whole. It differed only in the kind of assistance and support needed, because the acceptance of a continuum of educational need implied that there was a degree of educational help that children required, rather than a discrete category of education (3). Although special expertise was still needed, all teachers required to improve their responsiveness to individual differences and their ability to help children overcome educational difficulties. Whilst the attempt to move away from simple psychological-medical conceptualisations of special educational needs was undoubtedly a welcome development for secondary school learning support practitioners such as my myself, the later emphasis on the relative and interactive nature of special educational needs appeared to be complex, multi-faceted and at odds with the law on special education and the organisational arrangements in secondary schools, both of which continue (to this day) to emphasise the discrete nature of special educational needs.

This chapter attempts to trace and reflect on the development of my own thinking in terms of the initial theoretical approach to this research and the conceptualisation of key terms in the field such as categorisation, inclusion and entitlement. I also attempt to sketch a management model based on a combination of three new theories which could provide a way forward. I refer to this new form of theorising as eclectic constructivism. Finally, some consideration is also given to the impact of policy on practice in special

education and the role of teacher education.

Alternative voices? Moving away from deficit models of children

> All educators need to become cultural workers transgressing the knowledge and consequent bureaucratic extrapolations that produce the 'twenty percenters'.(4)

The first key influence which altered my own thinking about the concept of special education is, perhaps, best summed up by Hooks (4) who rightly questioned the demarcation of special and regular education on the basis of implausible statistical 'stabs' which suggested that 20 per cent of students in schools (in England and Wales) have special educational needs. Widespread acceptance of the Warnock concept has, in my opinion, led to expensive deployment of considerable resources and energy to the measurement and often questionable and one sided classification of children. There was little or no evidence of what Ainscow described as 'talking directly and personally to children' (5) rather than treating them as deficit models and it became clear that school structures, educational services and practices needed to change in order to involve children and their parents in provision. Poplin and Weeres (6) had also expressed concern about a lack of 'alternative voices' in education, particularly those of pupils and parents and they began to develop alternative strategies that allowed everyone concerned with schools to speak in a way that insured that everyone would be heard. This approach was perceived as a potential means of moving away from deficit thinking and consequently, the importance of alternative voices became a key element of the empirical part of this research.

However, an alteration in thinking does not solely occur through a sense of dissatisfaction with a particular context and a change of theoretical approach. It also requires an analysis of the current state of provision for special needs, an exploration of tensions in the field, the problems faced by practitioners and consideration of whether its assumed principles and objectives remain valid.

Assertions about a lack of an agreed definition of special educational needs from

authors such as Booth, Frederickson, Scott, Simpson, O'Hanlon, Clark and Eeson and Dyson and Gains (7) has been a constant theme of the literature and research in special education during the 1990s. Could a large part of special education's problems stem from the different agendas of those involved?

Four key questions, discussed in more detail in the next chapter, were developed to take account of this concern:

- To what extent do stake holders in special educational needs share the same perceptions, principles and objectives?

- Would special educational needs benefit from having a theoretical framework or analysis of its own and if so, which principles, beliefs and values might that theory incorporate?

- To what extent are principles such as inclusive schooling, categorisation and empowerment still perceived as valid?

- How will special educational needs develop beyond 2000 and what will be the key issues?

The possibility of introducing a new theory, discussed in chapter two, formed the next stage in my own thinking. If, as Booth (8) suggests, 'special education has no theory which adequately guides practice and no clear definition,' perhaps a theory would remedy its ills. This research uses Williams' definition (9) of both concept and theory. He describes a concept as a 'shared belief or assumption' as opposed to a theory which goes further in that it is both a 'shared belief or assumption and a scheme of ideas to explain practice'. Based on Williams' definition, it makes sense that some account is taken of stake holders shared beliefs and principles before proceeding to the application of theory. G.K Chesterton once said that

> You can never have a revolution in order to establish a democracy.

You must have a democracy in order to have a revolution. (10)

In other words, we needed to have some concencus on a shared concept before attempting to reconceptualise special education. (In this case, I refer to special education as a recognised field in education and 'special educational needs' as the concept developed by Warnock). Based on Williams' definition, concepts could be regarded as the tools of theory.

An context of uncertainty

I concluded this section of the research by suggesting that special education requires to take on a more definitive form. However competent and proven the range of skills and methods employed by teachers are, without a fundamental and empirically based system of values and beliefs, they operate within a context of uncertainty in which they have to make important decisions about the lives of young people, decisions which a shared theoretical analysis may help to address.

Chapter three investigates the origins of special education and highlights another development in my own thinking with regard to a problematic theme throughout its' history. Schools rarely respond positively to pupil difference and diversity; nurturing and celebrating academic success in preference to being perceived as a caring school. Such an approach, further confused by inconsistent educational and political policy, appears to have perpetuated inequality amongst pupils and tensions and uncertainty in the field of special education.

One of the features of this collection of papers has been the documentation of the disjunctions between, on the one hand, the ways in which the influential reports of fifteen years ago (SED, 1978; Warnock, 1978) construed effective provision for children with special educational needs and, on the other hand, the ideas reflected in policy innovations of the last five or six years. The rise in importance of market forces and the insistent encouragement of competition amongst schools has had a profound effect on the way the education of pupils with special needs is perceived. (11) There is

much misunderstanding of the term itself and inclusion was perceived by many of the respondents to this project as a modern term for integration. Indeed there was also confusion and disagreement about the definition of inclusion amongst writers and theorists in the field. Norwich states that

> It is clear that we have quite divergent and incompatible concepts of inclusion - (Jeff) Bailey's is that it is learning in the same place on the same curriculum as others, Tomlinson's is that it relates to the system and not necessarily to the same place and curriculum, and Booth and Ainscow's is that it is not a state at all, but an unending process of increasing participation. (14)

Apart from confusion about what inclusion is, absent from these conceptual positions is an in depth, theoretical foundation for the special needs community.

Chapter four, which analyses attempts by theorists in the field and policy makers to reconceptualise special education, moves closer again to the idea of theorising special education. It considers for the first time, the possibility of eclectic theorising given that there is no logical reason why one dimensional solutions need to be applied to the field and given its complex nature. A similar approach can be observed in the political, social and economic theories of Habermas, (12) who felt that it was preferable to keep any response to social problems broad as opposed to exclusive. He argued that such an approach was more reflective of democracy and prevented any potential monopoly of interests. He stated that it was better to select the best or borrow from a variety of theories, thus avoiding absolutist positions which could not be defended. As an advocate of dialogue and networking, Habermas supported the idea of rational decision making based on a concencus of those most affected by decision making at government level.

An eclectic approach to theorising seemed particularly logical, given the disparate nature of special education. Competing interest groups, already a feature of special education, lead to winners and losers depending on the power and 'influence of parent organisations to press for preferential resources for their children - inevitably at the

expense of others with different kinds of need.' (13) This type of approach, at least, reflected the diversity of interests within special education based on dialogue with its stake holders.

Values and Principles in Special Education

Chapters five, six and seven focused on the fundamental values which a theoretical analyses might incorporate. Firstly, the limitations and advantages of an inclusive approach to schooling are considered in an in depth study of the validity of inclusion. Further reinforced by the research data related to respondents perceptions, this section concludes that inclusion should remain a central goal of special education. However, it is also a complex concept. It became apparent that we need to be much clearer about the specific steps towards an identified goal. Having accepted the validity of inclusion along with the majority of stake holders, the next step was to find a clear theoretical basis for inclusion which could be translated into practice and become part of a global understanding.

One theoretical approach which has, in my opinion, the potential to provide a clear theoretical basis for inclusion which could be applied in practice is the Communicative Virtues as developed from Aristotle's Theory of Virtue by education philosophers Burbules and Rice. (15) Despite the title of this theory, it is not about pious or polite values. It provides a clear definition, together with the practical skills for inclusive attitudes in a way which locates them at the core of the curriculum. Its purpose is to teach young people community spirited attitudes, broad-mindedness and inclusive perspectives through communicative activities which are clearly specified as patience, tolerance of alternative points of view, respect for differences, willingness to listen thoughtfully and attentively, openness to giving and receiving criticism and honest and sincere self-expression.

Naturally there are political issues associated with such an approach. It is true that a theoretical basis of this nature both imposes and deliberately fosters inclusive attitudes in children. However, if society is serious about making schools truly inclusive, this

theory would provide a major step forward by promoting and encouraging appropriate perspectives in young people, without which genuine inclusion is not possible.

Debates about the validity of another issue in special education, that of categorisation, led to consideration of a theory which is compatible with the Communicative Virtues: that of Difference Theory. The dilemma of how to ensure that schools provide effectively for young people with special educational needs without emphasising their separateness has continued to dog policy makers and professionals for several years. (16)

According to Heshusius (17) schools have tended to respond to differences amongst pupils by resorting to reductionism which means 'segmenting learning into parts. Poplin also criticises this approach to addressing educational difficulty:

> We have held the assumption that learning disabled youngsters are best taught when we break the process of learning into smaller and smaller pieces. (18)

Whilst Poplin accepts that teaching techniques are frequently based on a reductionist approach, she considers it to be a failure, preferring instead an approach based on holistic constructivism which is more life related and bases the goals of instruction on children's own experiences. In my opinion it would be unwise to rule out any approach which helps children to overcome learning difficulties. However, reductionist approaches suggest that the 'blame' for the student's learning difficulty lies within the student, emphasising his/her separateness. The key issue in terms of thinking was how to acknowledge the social reality of difference without labelling or categorising students in a negative way? Simply focusing on what students can do was considered to be inadequate since it does not address the very real difficulties faced by some students and denies the reality of their experience. In my opinion, the answer lay in Burbules (19) Difference Theory which promotes sensitivity to and critical reexamination of difference. It is, perhaps, better to conceive of educational difficulty in terms of difference and diversity rather than categorisation and labelling, given that difference is an inevitable feature of human existence.

This approach, popular with all stake holders, is about unmasking the naturalness and reality of the differences which we assign to particular groups of students and it forces us to look at why we assign these differences and whether or not they are accurate. We overlook some differences amongst students, for example, the moderate learning difficulties group, which matter and construct others which do not matter (special and normal students). Too often, differences can turn into permanent labels. Burbules suggests five difference criteria to avoid labelling but accurately acknowledge difference. These are version, degree, variation, analogy and variety which could be used in consultation with parents and students to critically reexamine the accuracy of difference on an ongoing basis.

Difference Theory also addresses issues about entitlement and equity, given that these are based on a general lack of acceptance of differences amongst students and respondents were concerned about the arbitrary nature of resources and competition amongst some groups seeking additional resources. Chapter seven considers the arguments for and against entitlement and equity and concludes that the solution lies in a reconceptualisation of education as a whole. An education system should, in my opinion, recognise and value diversity rather than perpetuate the notion that there is a 'normal' group and there are small groups of students who need more resources and specialist teaching to bring them up to the same standard as the so called 'normal' group. It was felt that reconnecting special education with mainstream education rather than conceptualising special education as a separate category within education seemed the most logical approach. Once again it is better, perhaps, to think in terms of acceptance of difference and diversity rather than a separate group of students with an entitlement to more resources which will put them on a level playing field with the other group of 'normal' pupils.

The application of Difference Theory would require a curriculum structure which would facilitate and further reflect and promote awareness and sensitivity to difference. For this reason a curriculum model based on a third theory, Gardner's Theory of Multiple Intelligence (20) was considered.

The role of teacher education

Multiple Intelligence Theory seemed appropriate because it supports the teaching of a diverse range of skills rather than just literacy and mathematical/logical skills. The main difference is that other learning styles such as kinesthetic, musical, interpersonal and intrapersonal and are given a higher profile than was the case previously. The current focus on literacy and mathematical skills is, in my opinion, a form of exclusion and I have attempted to sketch a more inclusive curriculum model in chapter ten, which is also compatible with Difference Theory and Communicative Virtues, and which could be implemented in practice.

Thinking in relation to the policy-practice interface

I began this research project with an assumption that policy in special educational needs does not translate easily into practice. There were many reasons for this: the continual broadening of the concept of special education over the past twenty years and the relatively high cost of provision, encouragement of competition for results amongst schools and the fact that stake holders views were edited out of the equation. (21) Although I still believe that policy in special education does not translate easily into practice, there is evidence from the data that whilst there is much to criticise, policy has translated into practice to some extent, however imperfect that translation may be. Teachers are not perfect and neither is the field. Policy today is still built on deficit models and that may be the issue rather than the extent to which policy translates into practice. However, the data also suggested that a clear theoretical basis may address this issue. Policy must be able to impact in a positive way on practice, filtering down to the level of practice to become part of a global understanding. We need to be much clearer about what we are doing and why we are doing it.

Given the lack of philosophical rigour applied to special education (22) I believe that part of the solution must involve subjecting the field to a much greater degree of philosophical scrutiny, for there is little in the literature of special education that is rigorously philosophical and therefore, much of the conceptual framework of the field

has gone unexplored. Without much more in depth philosophical analysis there is a lack of robustness about conceptual values in the field and consequently, a high degree of it was clear from the outset that teacher education had a key role to play in addressing learner needs, stake holders were consistently critical of teacher education and teachers' inability to respond effectively to young people with special educational needs. However, it is difficult to see how teacher educators could be more effective whilst there is no clear, shared conception of what special education is. There is no question that teacher educators have a role to play in training teachers to meet the different needs of learners In relation to difference theory, the key notion that education is about responding to diversity and that the recognition and value of diversity becomes part of the process of overcoming barriers to learning. Teacher educators should counter the dominance of views which divide pupils into normal and abnormal learners. Preparation of new teachers for meeting the range of diversity would require a radical reexamination of the Higher Education Initial Teacher Education syllabus to ensure that at its very core it promoted communicative virtues. Additionally, an awareness of different learning styles with illustrations in terms of appropriate teaching strategies within and across each curriculum area as well as an awareness of a range of tasks to ensure that learning styles are developed would be essential.

Conclusion

Through an analysis of the literature and research data, I began with a number of separate values and assumptions believed to underpin special education and moved towards a theoretical position which incorporates aspects of those values which stake holders still regard as valid. Although inclusion was believed to be the central issue in special education at the outset of this research, , the data showed that there was some disillusionment with this ideal. The data also showed, however, that inclusion is not sufficiently understood and that it means different things to different stake holder groups. Many felt that it was a positive value worth aspiring to but it needed a clearer definition and, preferably, one which is shared by the vast majority of stake holders.

I have come to believe, through the research process, that a single theory would not

reflect the diversity of interests known as special education. An eclectic form of constructivism combining Difference Theory, Communicative Virtues and The Theory of Multiple Intelligences could promote democratic and inclusive approaches to meeting learners' needs whilst ensuring that there is no monopoly of interest for any particular pressure group. At the same time, however, the social reality of students' learning experiences is acknowledged as sensitively and accurately as possible in an environment which encourages sensitivity to diversity and inclusive attitudes. The research data suggests that the majority of stake holders in the special education field at present would support this approach. Consequently, from a small group of disjointed values I have attempted to reconceptualise special education in a cohesive form which takes account of stake holders' view and reconnects 'special' education within 'mainstream' education.

Respondents in this research have indicated a preference for a model which recognises that every child has unique characteristics, interests, abilities and learning needs. Education systems should be designed to take account of the diversity of needs and characteristics in a way which actively promotes respect and sensitivity to difference and tolerance of alternative points of view. Progress towards this goal will require a leap in thinking from the present one-sided classification of difference where children are perceived as either 'special' or 'normal,' to an acceptance that difference is an inevitable feature of human existence and all children are different.

CHAPTER ONE

Background

As uncertainty about the parameters of special educational needs and questions about its future direction continue to gather momentum beyond the millennium, it is hard to know whether the issues surrounding the field have recently 'grown in intensity or whether the publicity, especially from Parliament, is bringing to wider attention, areas which have long been of concern to parents and professionals.' (23). Either way, these growing concerns stem from increasing determination to do something in order to reduce educational disadvantage for a significant number of young people in Scottish schools. Although many of the issues and tensions are common to all schools, the situation in Scotland's mainstream secondaries is of particular concern for a variety of reasons:

- There is some evidence to suggest that confusion exists amongst teachers about what the learning support teacher's role should be in secondary schools. Pamela Munn (24) argues that there appears to be 'considerable diversity in the role of the learning support teacher' and even within the same school, 'different departments display a range of understandings of the goals of learning support'.

- There is a marked tendency towards pessimism among secondary school teachers that learning difficulties which continue into secondary school can be overcome. This suggests a degree of disillusionment with support for learning which is not shared by primary colleagues. Harlen (25) argues that moves by some local authorities to place some pupils in special schools at the transition stage from primary to secondary also appear to confirm this pessimism about the ability of secondary schools to address the needs of these pupils.

- Recent government policy stating that pupils with Records of Needs should have targets set within IEPs (individualised education programmes) (26) has meant a potentially unwelcome return to individualised approaches to supporting pupils with special educational needs where achievements must be quantifiable, following years of developing collaborative approaches to

addressing needs. In this approach, the role and responsibilities of subject teachers, other than perhaps English and Maths, is less clear. Prior to this, HMI (27) had underlined the value of a curriculum-deficit model in which the emphasis was on all pupils following the same curriculum appropriately differentiated.

- Accepting the consultancy role of a learning support teacher who is rarely qualified in the subjects concerned whilst taking the major responsibility for providing for pupils with special educational needs has always been difficult for subject teachers in mainstream secondary schools according to Brown and Riddell. (28)

- The continued existence in secondary schools of an independent learning support department seemed questionable, given that the mainstream subject teacher was to have the ultimate responsibility for children with special educational needs as suggested by the highly influential HMI Progress Report. (29)

- The size of the learning support department often appears to be dictated by where the school is located in the country and the extent to which the Head teacher regarded it as a priority, given that learning support remains part of the whole school staffing complement in Scottish schools. Cost effectiveness has tended to remain the central element in the provision of trained learning support staff and resources within local authorities. (30)

- Many secondary age pupils with special educational needs continue to need a great deal of support in order to consolidate learning, but they tend to be resistant to approaches to learning which emphasise repetition as well as approaches which make them feel different from their peers. (31)

- More worrying is the situation facing secondary schools with dwindling rolls which tend to be situated in areas of social disadvantage in a climate less well

disposed to positive discrimination. Such schools often have a high proportion of pupils with learning difficulties but no Records of Needs. No additional funding is available as this is allocated on the basis of pupil numbers. (32) Faced with league tables of performance and the relatively high cost of provision for pupils with special educational needs, the outlook for all concerned is all too often bleak.

Because of the organisational and time constraints on provision for pupils at the secondary stage, it is, according to HMI, (33) essential that 'secondary staff involved in supporting the needs of pupils with special educational needs work together more effectively and harmoniously.' It therefore follows that if educational difficulty is to be reduced, increased clarification and understanding of special educational needs is vital. To avoid confusion there is a need for common goals and to this end, the role of research is of critical importance. In addition to clarity of understanding, there is also a need for clearer communication amongst all of those concerned with special educational needs in order to avoid unhelpful confusion, tensions and uncertainty which may arise from the different agendas of those involved.

Research aim 1

A central aim of the proposed research will be to investigate the extent to which all of those groups involved in special educational needs, including policy makers, mainstream secondary school teachers learning support teachers, parents and pupils, share the same perceptions of educational difficulty and how it is addressed in secondary schools. Key questions are:

- How is learning support defined in the secondary school?
- What are the causes of educational failure?
- What is the relative impact of each of the five roles of learning support teachers?
- How effective are each of the main support systems attached to secondary schools in terms of their impact on pupil performance?

- Which organisations and groups most influence practice in learning support?
- Which models and educational discourses most influence practice in learning support?

Research aim 2

The second aim is to establish whether there is a consensus that practice in special educational needs would benefit from having a theoretical framework or analysis of its own and if so, which principles, beliefs and values might that theory incorporate? Specific questions are as follows:

- To what extent are tensions in special educational needs the result of having no theoretical analysis of its own?
- Is it possible or even desirable for special educational needs to have a coherent theoretical basis of its own?
- Which new or existing principles or values might a new theory incorporate eg. social justice, value of difference/diversity amongst all pupils, rights, empowerment, curriculum-deficit approach, continuum-based approach etc? Explain why?

Research aim 3

A third aim concerns the extent to which fundamental values, often controversial issues and goals in special educational needs remain valid in Scottish secondary schools. This is a key section which looks in detail at three issues in particular: inclusive schooling, categorisation and empowerment in special educational needs. Specific areas of questioning are as follows:

Inclusion

- Are all pupils valued and accepted regardless of ability?
- Is full inclusion a realistic prospect in Scottish secondary schools?

- What are the barriers to inclusive schooling?
- How important is inclusion as an objective in special educational needs?

Categorisation

- Does categorisation encourage a child deficit view of pupils with special educational needs?
- Are categories within special educational needs too general? (For example, not all physically disabled pupils have the same educational needs. Therefore, it may not be valid to apply this label in the case of some pupils).
- How valid is the 'continuum of need'? Are there pupils who cannot be categorised within a continuum of need? (For example, dyslexic pupils)
- Does avoidance of categorisation lead to inaction and neglect? Will differences amongst pupils remain regardless of whether teachers categorise them or not?
- How valid is the recording of pupils with special educational needs?

Empowerment

- How valid is positive discrimination of resources/support for pupils with SEN/
- Are all pupils entitled to be regarded as special, including able pupils?
- Should Learning support teachers challenge discriminatory attitudes towards young people with special educational needs?
- Should parents have a right to expect additional resources and, or special teaching if their child has special educational needs?
- Do all pupils have the right to attend the same school as their peers?
- To what extent do young people with special educational needs have the right to express their own opinion on provision?
- Who should have the right to make decisions regarding provision for disabled pupils?

Research aim 4

The fourth and final aim of this research is to explore how those most closely connected with the field envisage the future, particularly in relation to secondary mainstream schools. How will special educational needs develop beyond 2000 and what will be the key issues? More specifically:

- Will learning support continue to exist in its present form in secondary schools ie. as a separate department in most cases with its own distinct set of practices?
- Will the key issues remain the same?
- How might the language of special educational needs reflect changes in the field?
- What role might staff development play in its future?
- How important is it that the views of all those concerned with special educational needs feature in any attempt to change?

There is no assumption in this research that continued debate is unhealthy and that we now need to impose a single theoretical analysis, framework or interpretation on special educational needs. It is accepted here that confusion and complexity may reflect the actual level of diversity which exists in special educational needs in Scotland at present and bringing all issues and debates concerned into the open is more likely to lead to progress which benefits young people with special educational needs. However, there are many arguments for seeking common ground amongst the various stake holders which is likely to benefit young people. Clark, Dyson and Millward (34) suggest that practitioners in special educational needs have to make decisions daily in a context of uncertainty, which affect the lives of many young people and having at least some shared, fundamental values and and assumptions about learners and learning amongst all of those involved might help to resolve some of the ambiguity.

Why involve participants?

This research regards the views of participants involved in special educational needs, including those more generally involved in mainstream education, as vital for a number

of reasons. Firstly, it is not possible to solve a problem if there is no agreement or consensus on what the definition of that problem is. As Oliver suggests:

> Without the endorsement of those most affected, educational change is meaningless and likely to result in feelings of oppression. (35)

Allan, Brown and Munn produced clear evidence that policies such as the Progress Report of 1978 which suggested radical changes to the role of the 'remedial teacher' in Scottish schools were not unanimously supported by teachers in general, particularly in secondary schools where:

> Learning support teachers struggled to negotiate their new consultancy role with mainstream teachers many of whom neither understood or sympathised with the new philosophy. (36)

The views of professionals could not simply be edited out of the equation as Riddell and Brown (37) have suggested, noting that in Scotland - as with England and Wales - during the 1980s, educational policy making was characterised by a lack of sympathy for the views of professionals whose role it was to implement rather than shape reforms. Professionals were more often regarded as an impediment to progress.

This view changed again in the 1990s when it was felt by the Secretary of State for Education, Lord James Douglas Hamilton, (38) that winning the consent of the professionals rather than forcing their acquiescence was a preferable tactic Educationists in Scotland were consequently less hostile to reforms in terms of the 5-14 curriculum and national testing than in England and Wales, perhaps because of a less hard line approach which did not deny them a voice and a longer implementation time scale in addition to consultation for 5-14 curriculum guidelines. As Heron states:

> persons as autonomous beings have a moral right to participate in decisions that claim to generate knowledge about them. Such a right .....protects them from being managed and manipulated. (39)

Arguments for seeking common ground amongst stake holders have a certain validity given the events of recent years where Wolfendale (40) notes that in general, 'the balance of power has shifted towards parents'. Although ultimate control still lies with central government in particular and local authorities, recent special educational needs policy in Scotland has increasingly given more voice to parents. An SCCC publication greatly enhanced the role of parents by suggesting that:

> Parents of pupils with special needs should be fully involved in the planning process. Their views will be of particular importance in specifying programme aims and in analysing decisions about the selection of curriculum content. (41)

The Raising Standards-Setting Targets-Support Pack (42) for pupils with special educational needs advocates the automatic inclusion of parents in setting targets for their children and the forthcoming Special Educational Needs Forum 2000, underlines and proposes changes to legislation which will enforce the rights of parents and young people with special educational needs to have their views taken into account. This is a trend which is likely to gather momentum beyond the year 2000 given that the policy document, 'Improving Our Schools, Special Educational Needs' (43) has made it an explicit aim to enhance the rights of parents. Whilst the balance between what Hegarty (44) calls 'collective responsibility and individual rights' is far from straight forward, it is clear that policies are not just made by government but by parents, teachers and pupils of whose views they must inevitably take account.

It is also important that those who deliver policy in special education take account not only of the views of participants but of those involved with mainstream education as a whole. No matter how often special educators have reconstructed their role in the past as individualised, whole school or inclusive in approach, there seems little point in this ongoing process of reinvention if mainstream education remains generally indifferent. It is even possible acording to Clark et al, that a lack of sympathy with the past and present roles of special educators from mainstream education, has in itself spawned further role redefinition:

> Throughout the period we have been studying, special education has reconstructed itself as a 'whole school approach', or as an 'approach to individual differences', or as 'integration', or as 'inclusion'. On each occasion, special educators have defined new roles for themselves, or 'done away with themselves; they have sought to acquire new forms of expertise available in different places and modes, they have developed new sets of relations with their mainstream colleagues; they have devised new structures and systems; they have agonised endlessly about what to call themselves and how to characterise their work.... Mainstream education , however, has in many cases, remained stonily indifferent to these contortions. (45)

Repeatedly, it appears that special educational needs practices have tried to align themselves with practices in mainstream education without making much of a detectable impact on how mainstream education conducts its own practices. Differentiation, for example, a key inclusion strategy used by secondary mainstream learning support teachers to support pupils with special needs in mainstream secondaries appears to have made little impact. In Scotland, Mary Simpson's research (46) has found that even teachers in secondary mainstream schools believed to be 'good differentiators' still have difficulties in allocating tasks to pupils which are appropriate to their learning needs and differentiation, in itself, is still perceived by most Scottish secondary mainstream teachers to be a problem for learning support teachers to address.

Perhaps this is because special educators have been too insular in their approach to change, overlooking repeatedly, the need to view special educational needs from the perspective of broader concerns within education as a whole. The tactic of repeatedly changing its form to bring itself closer to mainstream education has failed to reconnect special education to education as a whole and its central purpose remains that of providing a support system to those for whom the mainstream system cannot or does not cater because there is no corresponding reconstruction within mainstream education. (47) Another essential feature of this research will therefore involve consultation with those, within education, who are not directly responsible on a day to

day basis for pupils with special educational needs but have responsibilities within education which incorporate special educational needs.

Trends in special educational needs have been implemented to varying degrees by schools, and despite overwhelming support for inclusion amongst all sectors of the special educational needs community and SEED for inclusion, it has been suggested by Miller (48) that classrooms, particularly in mainstream secondary schools, remain stubbornly hostile places for those young people with the greatest learning difficulties. Consequently, the massive problems of underachievement and learning difficulties referred to by Dyson and Gains (49) have now persisted beyond the year 2000. Initiatives from the special educational needs sector have never been effectively incorporated into mainstream practices and therefore, any future reconstruction should arise as a result of consultation with both sectors.

Methodology

Another important aspect of this research will involve analysis and critique of the work of key theorists from philosophical, sociological, theoretical and practical perspectives (See chapters one and two). Notably, all of them have either expressed concern with, or attempted to reconceptualise special educational needs in recent years. Discussion and analysis of their work will not reveal the ultimate truth about special educational needs, but hopefully help us to demystify, clarify and make sense of the tensions and assumptions associated with the field. It is hoped, that such an exercise, together with an analysis of the data on stake holders perceptions of special educational needs, may lead to a conceptualisation of special special educational needs which addresses, at least to some extent, the concerns of those most closely involved.

Since Warnock (50) appears to have influenced the present concept of special educational needs', reinforced by HMI (51) in Scotland, an analysis of her perception of the field and its development is essential to any conceptual analysis of special educational needs.

Additionally, Wolfensberger's work (52) on the principle of normalisation in community care merits consideration because of its implications for thinking in special educational needs, particularly with regard to the purpose of integration and inclusion of young people with special educational needs in mainstream schools. Where 'normalisation' is the dominant ethos, it reinforces an 'individual pathology' approach as opposed to a 'social pathology' approach which looks at social barriers to integration and inclusion. (53). In contrast, Abberley (54) and Oliver (55) analyse the cultural and material barriers facing disabled people in society. The 'rights' culture embodied within this framework is significant in much of the very recent policy documents related to special educational needs in Scotland and is arguably increasing its influence on modern thinking in special educational needs to a greater degree than before. (56). Analysis of the work of these theorists may help to shed some light on the development of thinking in the field together with some discussion of the relative merits of each perception.

Also worthy of analysis is Thomas Skrtic's (57) work on critical pragmatism which offers a post modern solution to the atheoretical and acritical aspects of special education from a philosophical perspective. Equally critical of special education but from a sociological perspective is Sally Tomlinson (58) whose radical structuralist approach to analysing special education offers one of the strongest critiques of the origins and development of special education.

From a Scottish point of view, Sheila Riddell's and Sally Brown's work (59) on the impact of thinking and policy on the educational experiences of young people with special educational needs at national and local level has much to contribute to debates about how changes in thinking affect practice in Scottish schools. Also in terms of practice in schools, Mel Ainscow (60) is a key theorist in the UK and beyond, due to his research and consultancy work as consultant to UNESCO and UNICEF. His research is highly critical of the currently favoured individualised approaches to responding to pupils experiencing learning difficulties in Britain and he suggests more holistic approaches which involve making schools more effective in addressing the needs of all learners.

It is hoped that an analysis of other more recent work will provide more pragmatic solutions to the tensions within special educational needs in mainstream secondary schools in Scotland. Theorists such as Clark, Dyson, Millward (61) have attempted to reconnect special education with education as a whole whilst Alan Dyson and Charles Gains (62) have attempted to conceptualise special educational needs differently by using a language which is non-stigmatising and allows a problem solving, process-focussed stance.

From a theoretical point of view, an analysis of the work of Nicholas Burbules (63) on 'difference theory' has much to offer education and may help to resolve the central dilemma for education and special educational needs which is the tension between sameness and diversity and the prevailing tendency to regard the abnormal in terms of deficit. (64)

Why have an empirical study?

Kerlinger (65) argues that 'subjective belief must be checked by objective reality' and scientists must always subject their notions to the court 'of empirical enquiry and test.' In the case of special educational needs this is particularly applicable because there is evidence to suggest that even with regard to 'inclusion', long assumed to be the field's most popular objective by policy makers such as the National Special Educational Needs Advisory Forum (66), there are substantive differences in perception amongst those involved. (67) As stated earlier, it is difficult to solve a problem and make progress if there is no agreement or consensus on what the definition of that problem is. Therefore, we need to raise our own consciousness of both the nature of, and reasons for these differences. It is, after all, a basic function of social science to understand social reality as different people see it and to demonstrate how their views shape their perceptions and consequently, the actions which they take within that reality.

The questions which this research will try to answer concern the ways in which special educational needs in mainstream secondary schools and the effectiveness of those whose role it is to address these needs is perceived. In general, it examines whether

there is a consensus that practice in special educational needs would benefit from having a theoretical framework or analysis of its own and if so, which principles, beliefs and values might that theory incorporate; the extent to which different groups involved in special educational needs, including policy makers, mainstream secondary school teachers learning support teachers, parents and pupils, share the same perceptions, fundamental assumptions, values, principles and goals; the degree to which specific issues in special educational needs such as categorisation, the continuum of special educational needs, inclusion, rights and equity remain valid and finally, how those most closely connected with the field envisage future trends, particularly in relation to secondary mainstream schools.

As the purpose of research is to try to explain these problems through a survey of prevailing beliefs and perceptions, the descriptive method of research was considered to be the most appropriate since descriptive research, according to Best is concerned with:

> conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times descriptive research is concerned with what is or what exists is related to some preceding event that has influenced or affected a present condition or event. (68)

The investigation of educational problems such as those of special educational needs requires an understanding of the current condition of things before proceeding further. By identifying the nature of factors and interpreting the meaning and significance of data gathered from a relatively large number of cases at a given time by means of a survey and interviews, it may not be possible to produce results of immediate practical value, however it should be possible to formulate some hypothesis or provide information for further research, possibly of an experimental nature.

Potential problems associated with descriptive research.

One potential problem associated with descriptive research involves potential bias towards the researcher's subjective judgments and impressions of the phenomena. In order to circumvent problems of this nature the following, carefully structured plan of action, suggested by Verma and Mallick, (69) has been adopted in this investigation:

1. Recognition and definition of the social or educational problem/issue which is to be studied.

2. A decision must be made about the kind of data required, and a clear statement on this made. It helps the perameters of the study.

3. The framing of research questions to be addressed must be stated clearly, pointing out the assumptions underlying them. If the study is an exploratory one, hypotheses may be more tentative or questions broader in character, but still need to be carefully stated.

4. Selection and description of appropriate subjects/samples and a detailed description of the methodology to be employed.

5. Selection of research tools, techniques or instruments which are to be used in the collection of data. If new/modified tools or techniques are to be utilised, a more detailed description, including their psychometric or sociometric characteristics should be given.

6. The hypothesis should be tested and/or the questions addressed on the basis of the data collected. Sometimes, however, it may be necessary to collect further data to do this, or even to amend the original hypothesis or questions. (Such actions should, however, be recorded and justified in the research report).

7. Finally, the results must be described, analysed and interpreted. It is important to remember that the results must be reported in clear, precise terms.

Although postal survey is an effective method of collecting data from a large number of sources in a short time, there are limitations to this type of descriptive research: response rates are lower since the researcher does not have direct contact with the respondents. In order to mitigate this well documented difficulty, advance notice was issued to schools to be surveyed and although limited by time and resources, direct telephone contact to solicit support from key learning support staff. The latter, although not possible in all local authorities contacted, is an extremely effective but 'risky' method of obtaining a higher response since the researcher then establishes personal contact with the respondents.

In order to avoid politically or socially sensitive questions being issued directly to respondents, education authorities and head teachers were invited to approve the content of questionnaires before they were issued to staff, parents and pupils.

An ananlytical framework for reflecting perceptions of special educational needs.

It is not enough to collect facts and perceptions from those most closely involved with special educational needs and describe what they are. Researchers collect numerous facts and views. However, it is important that they are organised and classified into a coherent pattern which will help to explain relevant relationships amongst them. As Verma and Beard suggest, researchers need to:

> identify and explain relevant relationships between the facts. In other words, the researcher must produce a concept or build, a theoretical structure that can explain facts and the relationships between them..... (70)

Cohen and Manion (71) also indicate that 'model' is used interchangeably with 'theory' although 'models are often characterised by the use of analogies to give a more graphic or visual representation of a particular phenomenon.' However, they also caution the researcher to the fact that such models must be accurate and providing that they do not 'misrepresent the facts, they can be 'of great help in achieving clarity and focusing on the key issues in the nature of phenomena. The important issue with regard to this research is that it is possible to order and classify data and explore the relationships among responses in order to support or refute conclusions and hypotheses. To this end, it was felt that Barr Greenfield's 'phenomenological' model would be the most helpful approach to analysis, given that it provides a means of characterising the perceptions of stake holders, since it is founded on the belief that social reality is the creation of the participants and social categories and knowledge are constructed by those participants. From the secondary school perspective, people assign meanings to situations and react in terms of the interpretation suggested by these meanings. The different meanings placed on situations and experiences by the various participants are products of their background, values and experience according to Bush. (72) Therefore, the development of any framework or model of educational administration seems pointless without the inclusion of individual values. The advantage of this approach is that there is no dominant group such as politicians, administrators or interest groups.

In addition, subjective models incorporate an approach which focuses on individuals within organisations rather than the total institution. Because special educational needs, as a field, is conducted through organisations such as schools, there are likely to be differences in the way that stake holders perceive learning support, even though they are all part of the same organisation. Likewise, parents and local authority personnel with responsibility for that organisation may view it differently. Yet each perspective is legitimate. As Bush goes on to suggest, these stake holders 'construct a reality out of their own interests and experiences and any commonality of perspective arises from the fortuitous fact that their interests are in common.' To deny them is surely to deny the reality of the situation.

With regard to secondary schools, Holmes argues that any lack of consensus about their purpose:

> makes it more important rather than less to have a clear framework of goals and values. The modern idea that schools can function in a value-free atmosphere brings the whole educational profession, and particularly administrators into disrepute..... (73)

Another reason why the application of Greenfield's subjective model is an appropriate framework for analysing conceptions of special educational needs in Scottish secondary schools relates to its presupposition that conflict, or differences in values, is not only inevitable but endemic in schools. Where perspectives coincide, Greenfield argues that individuals may come together in groups and engage in political behaviour in pursuit of objectives. Conflict is the result of competing values:

> Conflict is endemic in organisations. It arises when different individuals or groups hold opposing values or when they must choose between accepted but incompatible values. Administrators represent values but they also impose them. (74)

Notably, there is a growing a tendency for some groups associated with special educational needs to engage in political pursuit of objectives e.g. disability rights groups and the 'rights' approach in general. (75)

Whilst Greenfield's model reflects the reality of individual perceptions without precluding generalisations, its emphasis on individual perceptions and even recognition of different values and motivations is important to this research, it is, however, accepted that an approach of this nature cannot fully explain the nature of the system. To rely solely on a phenomenological approach to analysing the concept of special educational needs would mean excluding the historical, cultural, socioeconomic and political influences on its evolution, all of which will require to be taken into account when discussing the issues related to special educational needs.

In recent years, economic expansion has become less predictable and this is likely, as Vislie (76) argues, to impact on education as a whole, reversing 'the liberal values and attitudes which were in turn reflected in a whole range of social policies, including the comprehensivisation of mainstream schools and the development of integration programmes'. These have now been replaced by accountability and target-setting, both of which have impacted to a profound degree on special educational needs in Scotland. Already the inclusion agenda of the late 1990s seems to be transforming into a 'rights and entitlements' agenda of the year 2000 and beyond, in Scotland, with at least one Scottish Executive Education Department policy document actively promoting this approach. (77) Changing cultural and political values and objectives, both local and national, together with technological and medical advancements will all have an effect on its future progress and new objectives will come to replace the old. This implies an acceptance that fundamental values emerging from the present research will inevitably be transient because value systems are necessarily a response to time and place.

There is one dilemma which above all others, concerns both special educational needs and mainstream education and that is the tension between sameness and diversity and the need to reconcile a commonality of approach to schooling, the curriculum, and the entitlement which all young people have with an acceptance and tolerance of differences in need, learning styles, cultural and ethnic orientations and different aspirations towards learning. Perhaps the solution which may point the way forward to the next phase in what has been a turbulent, complex and rapidly changing pattern of development in special educational needs, lies in consideration of this issue in particular and in the ability of special and mainstream educators to resolve this fundamental dilemma.

CHAPTER TWO

Do we really need a theoretical model of special educational needs? Theory as a basis for practice in special education.

> A major factor contributing to the messiness of many problematic situations and issues is substantive differences in the perceptions and intentions of those involved. (78)

It is impossible to consider the field of special education without reference to theoretical issues and concerns. The field has borrowed from other disciplines such as science, sociology and psychology, in order to establish a theoretical analysis of its own. Messiness has also been a feature of the field and one for which it has received increasingly well deserved criticism in recent times for its lack of an agreed definition, coherent strategies and clarification of roles for those involved according to Riddell and Brown. (79) In particular, the concept of special educational needs has come to seem especially problematic, raising doubts as to the existence of special education as a separate field. In simple terms, although the field appears to define a group of students and set of teaching approaches which are different from others, it is becoming increasingly difficult to draw the line between what is 'normal' and what is 'special'.

In addition, Clark, Dyson and Millward (80) suggest that the multiplicity of positions which has developed in recent years has once again given rise to the question of whether we really need to consider moving towards a theoretical foundation which belongs specifically to the field of special education. This chapter will also consider some of the arguments in favour of a having a single, coherent theoretical analysis for special education, whilst addressing the more problematic aspects of such a consideration for research and for the field itself.

Opinions on just how the field should be reconceptualised are readily forthcoming, drawing on a range of theories outside special education such as sociology, politics and

philosophy. Whilst inevitably, these theories are not in full agreement with respect to their analysis and recommendations, they adopt a similarly critical approach which seeks to question the field's guiding principles and underlying assumptions from a variety of perspectives. As the issue of the conceptual model on which special education is based is widely regarded as a key dilemma in the field, an essential part of this research will involve a review of these basic assumptions and their application in the light of policy innovations since the the Warnock and HMI reports of 1978. Notably, there appears to be a growing consensus amongst the field's critics that special education's conventional assumptions are no longer useful and that the field should review their validity as a guide to practice in the twenty first century. The dominant perspective on which provision for children experiencing learning difficulties based, is still that of the deficit model in which the source of the problem is located within the child (81).

Amongst the more vehement critics of the field, whose work merits further discussion at a later stage in this research, are: Wolfensberger (82) whose perspective on the 'normalisation' of young people with special educational needs within the community has implications for inclusion; Thomas Skrtic whose work on critical pragmatism offers a post modern solution to the atheoretical aspects of special education from a philosophical perspective and Sally Tomlinson whose radical structuralist approach to analysing special education offers one of the most critical explanations of the origins and development of special education. Others such as Dyson and Gains (83) and Brown and Riddell (84) have been critical of the Warnock Report (1978) which is widely regarded as one of the most profound influences on the modern concept of special education. Their criticisms merit more detailed consideration below.

The Trouble with Warnock.

Before addressing wider criticism of the concept of special education, I will firstly examine the highly influential Warnock Report and its implications for the concept of special education in Scotland. The report was considered ground breaking in its support for 'integration', its new concept of 'special educational needs' which increased the

number of children who had special needs to 'one in five' and its abandonment of categories. However, The Warnock Report also received legitimate criticism for its open-ended definition of special educational needs, its abandonment of categories, its insistence on a continuum of need matched to a continuum of provision for young people with special educational needs and its introduction of the statement, regarded by some critics as perpetuating the child deficit model of education.

In Scotland, the effect of Warnock, according to Riddell and Brown, (85) was to trigger an expansion of the proportion of the general population whose difficulties, it was argued, needed to be addressed. Warnock began this process by indicating that 20 percent of pupils had needs which required to be addressed; shortly afterwards, HM Inspectorate (Scotland) argued that the figure was nearer 50 percent (86) and Strathclyde Region further increased this figure to include every child in its policy document 'Every Child is Special'. (87) The effect of this broadening of the concept of special needs was two fold. Firstly, local authorities in the wake of Strathclyde Region were left to work out what special educational needs really meant and who was entitled to special teaching and resources. Secondly, focussing concern for the individual needs and rights of all pupils has led to a dilution both of the definition of special educational needs and resources available for positive discrimination in favour of those who are most disadvantaged. Robin Jackson has argued that this kind of approach leads to:

> widening (or dilution) of the definition of special educational needs to the point where it becomes virtually meaningless.....For if it is argued that if every child is special then there must be a sense in which no child is special. (88)

To further confuse the issue, 'positive discrimination' is stated as a major principle identified in 'Every Child is Special' and yet widening the concept of special educational needs leads naturally to a situation where there are fewer resources available for those with most need. To avoid such confusion, a radical reconceptualisation of the concept of special educational needs is a necessity rather than an option if the field is to retain its credibility and extricate itself from contradictions of this nature.

Warnock's abandonment of categories of special need and vague definition of special educational needs led in Scotland to the legal definition of special needs as set out in section 1(5) (d) of the Education (Scotland) Act 1980 which equally vaguely defined special need as 'children who have a learning difficulty which calls for provision for special educational needs to be made for them.' The task for local authorities left to work out their own policies on how to implement new procedures in a climate of unwillingness to categorise and label has proved particularly difficult in the years since Warnock. In addition, Warnock herself has recently expressed concern about the recording system which she introduced because the system only guaranteed additional resourcing to those who had a Statement or a Record of Needs. She appears to accept that her definition of special need was not prescriptive enough:

> I was naive not to assume that the financial situation would be such that the only way to get money for special needs was to get a statement - which means spending less on those without a statement. I would like to go back to a position in which only two per cent of children have statements, with money allocated to the other 18 per cent. Unless we do that, a lot of children will slip through the net. (89)

A further issue on which many critics agree and one which is relevant to the empirical part of this research is that teacher development is central to the process of addressing pupils' needs. Teachers should be helped to adopt alternative perspectives to educational difficulty, not least because, as Pijl and Van den Bos suggest.

> The shift towards a description of the object of special education as having something to do with problems in education and with taking decisions about the special assistance for pupils with special needs poses a new challenge (for teachers). (90)

Classroom teachers are frequently left to make decisions about appropriate special assistance in uncertainty, using their experience, available knowledge and common sense. As such, they have a right to participate in decisions which affect thinking and

policy in the field of special education.

The issue of children's, parents' and teachers' rights is a contentious aspect of the field. In general, classroom teachers have had less influence on policy and issues in special needs in comparison to parents. Brown and Riddell (91) have criticised special needs provision as being 'at the benevolent discretion of teachers.' Despite Warnock's recommendation that teacher professionalism should mean 'skills in the management of learning for all children', there is little evidence of a heightened profile for children with special educational needs in staff development and training courses for the ordinary classroom teacher. Despite the efforts of course organisers and a National Training Coordination Project, and attempts to raise the profile of special educational needs in teacher training and staff development courses in Scotland, most staff development and teacher training courses consist of little more than awareness raising according to Stronach and Allan (92)

However, there are much deeper issues in special education related to its conceptual basis which require clarification. Critical perspectives have also arisen in relation to the origins and development of special education from a variety of perspectives. Any proposed reconceptualisation will necessarily involve some discussion of these critical perspectives. The next section of this chapter discusses these together with their implications for research in the field.

Soiological perspectives: radical structuralism and Functionalism .

Sally Tomlinson attempts to explain special educational needs in terms of its sociological context and in doing so, provides a critical rationale rather than a definition. Her rationale, however, provides an interesting but uneasy perspective for professionals attempting to reconceptualise special educational needs because it offers, arguably, a logical explanation for the origin of special education. Tomlinson (93) questions the validity of the field of special educational needs itself, because she sees it as legitimising inequality between socioeconomic groups. In particular, she strongly questions the inclusion of social factors as part of the definition of special educational

needs and the excessive placement of working class and black children in special education in Britain and the USA and the large numbers of children of ethnic minority and working class parentage placed in MLD (Moderate Learning Difficulties) or EBD (Emotional and Behavioural Difficulties) categories.

Of the sociological theories offered, she claims that radical structuralism offers one of the strongest explanations for the origins and development of special education. Theorists of radical structuralism, the founding intellectuals of which were Marx and Weber, share the belief that society, even in a democracy, is characterised by fundamental social, political and economic conflicts and power struggles. Within societies, more powerful social groups will attempt to dominate weaker groups and treat them differentially and unequally. Marx was primarily interested in analysing social conflict in terms of social class and the labour market and Weber in showing how dominant social groups will shape social structures to their own advantage persuading others to accept inequality in the process. (94)

Tomlinson links radical structuralist theory to special education by suggesting that its development in Britain is in itself an illustration of the radical structuralist view. She argues that the role of education can be related to social selection and used as a mechanism for legitimising inequality between socioeconomic groups. If the weaker groups accept the legitimate authority of more 'powerful' or 'superior' groups (professionals in the case of education) and can be persuaded to agree to unequal conditions, no coercion is therefore necessary. In this way, potentially troublesome people and those deemed by professionals as having special educational needs, accept decisions that they would prefer not to accept if things were equal. Furthermore, without the mystique of professional judgments from experts such as educational psychologists, it is doubtful, in the opinion of the radical structuralists, whether many parents would accept that their child had special needs. Learning support teachers are, of course, part of that mystique.

French conflict theorists, Bourdieu and Passeron further support Tomlinson's analysis by arguing that educational advancement or exclusion is :

> .....controlled by ostensibly fair meritocratic testing, but that the education system demands a cultural competence during test procedures which it (the education system) does not itself provide. Advantage is thus given to families who possess cultural capital and can pass it on to their children. Social class and cultural reproduction thus become linked as 'test failures' which are assigned to lower social groups who are persuaded that the failure was their own fault without any need for coercion. (95)

Whilst the education system appears to be a just system, many individuals are undoubtedly disadvantaged through social class and cultural reproduction, a factor borne out in Scotland and other countries where research repeatedly shows that those from poor, black and other minority groups are over represented in the special needs categories. (96) That such individuals continue to be categorised as having special needs is an issue which has rightly been the subject of grave concern by many critics such asTomlinson (97), since there are inherent implications that schools as institutions (and more especially those who train teachers) both structure and perpetuate inequality. This is an issue which is central to radical structuralist criticism of the field of special education and education in general. Although Tomlinson's radical structuralist perspective is useful for analysing practices in special education and explaining its origins, it challenges assumptions that society is working towards the ideals of social justice and progress. As such, it is perhaps less acceptable or palatable than other theories such as the functionalist perspective.

The functionalist approach may be more comfortable for teacher educators and teachers of learning support to adhere to, because it is based on consensus to the status quo, concern with the 'right resources' and how persons considered disabled or having special educational needs can feel included. With the more popular functionalist view, conflict, according to Parsons, (98) cannot be explained except in terms of deviance and it is generally assumed without question, that professionals are working for the good of their clients. Far from creating barriers to progress, institutions in society are regarded as tools for progress. Not surprisingly, the functionalist view has been, and still is the

dominant sociological perspective in special educational needs in Scotland, where teachers of learning support will understandably adhere to the more comfortable view that learning disabilities are a real phenomenon.This is unsurprising since the functionalist approach is more acceptable in the sense that individuals will want to be seen to be actively addressing the needs of those who are disadvantaged whatever the reasons for their existence. It is only in recent times that the assumption of a normal curve of the distribution of ability, arguably perpetuated by Warnock's statement that 'one child in five is likely to need special educational provision' (99) has been challenged by Boyd (100) who stated that 'The idea of a normal curve of the distribution of ability is pernicious and self-fulfilling'.

One positive aspect of Tomlinson's radical structuralist rationale is that it encourages people to understand the social structures and forces they live with. If this is possible, they may be more able to avoid unfair discrimination and the influences of the powerful. In this respect, the radical structuralist view has much to commend, given that it views special education itself, rather than its clients, as a sociological problem. It has long been argued that any shift away from deficit models with regard to children's difficulties is constructive, since the vast majority of those concerned with special education regard this approach as unhelpful. Therefore, the implications of this approach for redefining special educational needs are useful, in so far as explanations of educational difficulty in deficit terms are, as Tomlinson (101) suggests, 'saying more about the groups who control the social, political and economic structures of society than anything else.'

As a means of rationally analysing the phenomenon of special educational needs and providing a more positive perspective from which to redefine it, radical structuralism is both commendable and useful. The inclusion of social factors in the special needs category is clearly questionable. Diversity in terms of social class and ethnic minorities should not be regarded as a liability or a problem which needs to be solved by teacher educators and learning support staff and serious questions need to be asked as to whether it should even feature within the definition of special education. However, the weakness of the radical structuralist view of special education lies in the absence of

practical advice on how to apply its ideals in education, or society. Those who advocate this view are committed to the tall undertaking that progress in emancipating the powerless from their social position is possible and that 'the conditions for radical change can be created by a conflict analysis that demonstrates to the 'social participants what is going on.' (102)

Whilst it is right for teachers to question the validity and fairness of the status quo in education, in the more immediate sense of addressing the problems of failure and underachievement in schools, functionalist approaches may be more easily applied in practice.The problem is that it is almost impossible to separate developments in SEN from developments in education as a whole and therefore, any radical progress in special education would also require a rethink of education itself. In the case of education, many writers will argue that the status quo is clearly preferable, and social institutions such as the education community have a tendency towards inertia. Radical change is rarely if ever, universally welcomed. (103)

However short on pragmatism, radical structuralist theories also have the merit of challenging professionals and in particular, those who provide teacher education, to question the aims, forms and ideologies in the field, in the hope that this will lead to positive progress.

On the whole, the sociological perspective has made a reasonable contribution to redefining special education, however there are other important issues which need to be addressed: many sociological perspectives do not favour the retention of the special educational needs classification, (104) yet, if this category is abandoned or severely limited, whose interests will be served and what new practices will be developed to replace the functions that the field serves? How is special educational needs to be redefined in order to avoid categorisation in a real sense and how will this impact on training in special educational needs?

Philosophical perspectives on special education, particularly those of Skrtic , offer some possible solutions to these problems whilst raising other fundamental issues for

those who provide training in special education.

A philosophical perspective.

In common with Tomlinson's sociological perspective, Skrtic is highly critical of functionalist approaches in special education, where certain conventional assumptions are unproblematically accepted. Although primarily concerned with the development of special education in the United States, he aims to promote the deconstruction of special education and the twentieth century notion of student disability and justify substantive resources for reconstructing special education in terms of the historical contingencies of an emerging post industrial economy. Far from being a rational and just response to the problem of school failure, Skrtic argues that special education is a social artifact, an unintentional consequence of functionalism, the dominant world view that guides educational institutions:

> There is nothing true or inherently correct about the special education knowledge tradition; it is an historically situated social construction. (105)

As a critical pragmatist Skrtic does not concern himself with whether the field's grounding assumptions are right or wrong but whether they are useful as a means of best serving the interests of its clients and the democratic needs of society. Pragmatism, most commonly associated with the philosopher John Dewey, (106) is a method of theorising under conditions of uncertainty, focussing on analysing the consequences of social theorising rather than those theories themselves. Skrtic's (107) perspective is particularly useful for analysing and redefining the concept of special education because he provides a helpful summary of its conventional assumptions, for ease of reference, as follows :

1. Student disability is a pathological condition.
2. Differential diagnosis is objective and useful.
3. Special education is a rationally conceived and coordinated system of services that benefits diagnosed students.

4. Progress in special education is a rational-technical process of incremental improvements in conventional, diagnostic and instructional practice

Having considered the usefulness of its conventions, Skrtic contends that in special education, there is a gap between its claims and its practices and that it should not base its models, practices and discourses on the above assumptions. Interestingly, he acknowledges his support for the continued existence of the field, presumably because he still considers it to be useful, and presents suggestions for its reconstruction on the basis of pragmatism.

Providing that one accepts the accuracy of the assumptions identified by Skrtic, synthesised from the work of a number of authors, such as Bogdan and Kugelmass (108), McNeil (109) and Oakes (110), it is relatively easy to take issue with the field's so called guiding principles. In consideration of the first convention outlined, those involved in professional development and training in special educational needs in Scotland and elsewhere have for long argued that student disabilities are not individual but organisational pathologies. (111) The notion of the curriculum itself and the bureaucratic nature of schools as barriers to learning is not new. (112) Yet, despite the commendable ideals and intentions of training institutions, policy makers and those who work within the field, what Fulcher (113) has described as 'individual gaze,' is the dominant perspective that guides the organisation of responses from teachers to children who experience difficulties in school.

The persistence of this individualised perspective, which undermines that of the providers of training in SEN and the ideals of policy makers situation in special educational needs, may be, according to Brown and Riddell (114) because pressure of accountability encourages teachers in Scotland to take refuge in the idea that the problem lies in the child. To some extent, it may also be as a result of the way in which schools are organised. Such organisations, use a process which Mintzberg calls pigeonholing. In this process problems that occur are matched to one of a series of existing standard responses. Mintzberg (115) suggests that 'the professional confuses

the needs of his clients with the skills he has to offer them.' Pigeonholing would undoubtedly simplify matters greatly in bureaucratic institutions such as schools by providing a set of ready made responses in the form of caregories into which students would be placed. Both Skrtic and Mintzberg (116) suggest that schools as professional bureaucracies 'screen out' uncertainty by forcing children's needs into the standard practices of one or another of their professional specialisations.

Those who deliver training in special educational in both higher education and in schools in Scotland are encouraged to oppose deficit models and yet the educational context in which they have to operate advocates standards and competition on a level which makes it impossible for them not to categorise pupils. There is also the additional problem of acknowledging genuine need, when, as Abberley (117) suggests, ignoring disability leads to inaction neglect and oppression, whilst at the same time, avoiding categorisation? The whole notion of who or what is special is one of a number of key fundamental issues which special education needs to address. It is also an illustration of the gap between special education's claims and practices

The second conventional assumption identified by Skrtic, that 'differential diagnosis is objective and useful', is equally fragile. Subjective diagnosis of this nature can be harmful to students and education in general, because by removing pupils from the general education system, teachers are prevented from recognising anomalies in their own conventional paradigm of practice. Subjective diagnosis may also have the effect of strengthening teachers' belief in both the 'validity of their conventional practices and the idea that school failure is a human pathology.' Schon (118) and Kuhn (119) have argued that the uncertainty caused by anomalies is in fact a precondition for progress and the growth of knowledge in other paradigm bound endeavours such as natural sciences and social science. Redefining school failure as student disability prevents the teaching profession from entering into a potentially productive confrontation with uncertainty, arguably, of precisely the kind it needs if it is to move beyond its functionalist traditions. Professionals are generally resistant to such change and as Tomlinson (120) argues, 'have a tendency to inertia and to favour the status quo.' This in some part explains the persistence of child deficit models in special education despite

advice to the contrary. When challenged, according to Tomlinson, 'the education system will revert to innate individualistic explanations stressing pupil deficiency.'

Skrtic's third conventional assumption, that special education is a rationally conceived and coordinated system of services which benefits diagnosed students, is also questionable. Far from benefiting 'diagnosed' students, this system merely serves the political interests and needs of schools as organisations.The problem is that although school services aim at efficiency of operation and equality of treatment through standardisation of services and outcomes, it is too rigid a system to cope with diversity which does not correspond to the standardised routines available. Such pupils are then allocated separate systems, not for their own benefit but by virtue of the fact that their so called 'needs' fall outwith the school's conventional instructional models, practices and tools. Such systems do, to a certain extent , serve the interests of those with special educational needs, but largely, they are more likely to protect the legitimacy of the system, often alienating pupils who are economically disadvantaged, gifted and culturally or linguistically different, in the process.

The same functionalist approach is reflected in professional development in special educational needs, where teacher education is seen as a search for solutions to solve a technical task according to Iano. (121) Teachers attend workshops to learn about theories and techniques based on research in order that they can use these to deal with the perceived problems of individual pupils. Typically, this will involve making generalisations that can be applied across a range of settings. The problem with this approach, argues Bassey, (122) is that classrooms are complex environments and interactions between teachers and pupils are unique and so the idea of such generalised assumptions are always subject to doubt. Those who provide professional development in special needs should therefore review approaches based on the practice of establishing research-based predictions across people, time and contexts as there is much evidence to suggest that these are, to say the least, inappropriate.

The reality of the classroom cannot be easily defined and measured systematically and therefore teacher educators might well turn to approaches which encourage teachers to

take responsibility for their own professional learning and to question taken-for-granted knowledge that is implicit in their actions, using 'reflective inquiry' methods such as those informed by Schon (123).

The fourth and final conventional assumption identified by Skrtic, that progress in special education is a rational-technical process of incremental improvements in conventional, diagnostic and instructional practice can be challenged in that progress is not entirely incremental (other than medical progress with regard to those low incidence disabilities or syndromes which are biological and therefore demand a pathological response) and tends, in fact, to take the form of replacing the current system, or 'moving the goal posts' so that there is no genuine improvement. An example of this, cited by Tomlinson, (124) concerns black parents who successfully campaigned to prevent their children from being categorised as 'educationally sub-normal' before 1981, only to find that 'after 1981 they were now being reclassified as having MLD or as EBD.' The reclassification of such pupils was regarded as progress.

A further aspect of this tendency towards replication relates to the existence of professionals. Because there are large numbers of professionals within the field of Special Education with apparent 'lifetime membership' of their own self-regulating community, new insights are frequently added, in many cases by the providers of staff development and training, to the existing stock of knowledge and this is considered progressive.

However an anomaly arises in that professionals need to justify their own existence by seeking out young people with special educational needs. This may in part explain the ten fold increase in both numbers of experts and professionals in the field since the 1980s and the consequent rise in numbers of young people designated as having special educational needs. (125) In this way, the professionals devise solutions to the problems which they themselves have created in the first place so that the system merely replicates itself. The more experts there are, it seems, the more categories of special need will exist.

With regard to improvements in instructional practice, since certain pupils are perceived as being 'special' it is believed that they must require special forms of teaching. Ainscow and Tweddle argue that no such approaches are worthy of consideration:

> Whilst certain techniques can help particular children gain access to the process of schooling, these are not in themselves the means by which they will experience educational success. Furthermore, framing our responses in this way, tends to distract attention away from much more important questions related to how schooling can be improved in order to help children to learn successfully. (126)

Skrtic's attempt to reconstruct special education for the post modern era is analysed in some detail in chapter 3.

The theory of normalisation.

One of the most influential critics of special education is Wolfensberger who regarded services concerned with the care and treatment of people with special needs as dehumanising. His contention is that in order to promote their integration within and acceptance by the wider community, people with learning difficulties should attempt to 'blend in', appearing as conventional and as unobtrusive as possible and leaving little room for individual variation and diversity. Wolfensberger defines normalisation as:

> the utilisation of means which are as culturally normative as possible, in order to establish and/or maintain personal behaviour and characteristics which are as culturally normative as possible. (127)

In other words, normalisation can be seen as itself devaluing disabled people and young people with special needs. Stalker, Baron, Riddell and Wilkinson (128) also argue that the emphasis on associating with non-disabled people seems to imply that people with learning difficulties should not mix with each other. Paradoxically, therefore, people

with learning difficulties are encouraged to take on the values of those who devalue them.

Despite its flaws, Wolfensberger's theory has particular implications for a central objective associated with special educational needs, that of inclusion. It could be argued that Integration and inclusive approaches to schooling are no different from practices associated with care in the community in that young people with special needs are mainstreamed or integrated with others who are apparently normal. Such an approach would be regarded unfavourably by Wolfensberger given that those who are integrated or 'included' feel pressure to minimise those attributes or behaviours which are seen as deviant and develop instead others regarded as desirable in order to be accepted. Although it cannot be denied that the intention behind inclusion is positive and that its purpose is to avoid segregation of young people with special educational needs and enable them to 'participate' in ordinary school life within their own community, in practice, inclusion is more usually a matter of resources and financial support available to support individuals whose successful inclusion is often measured by how closely he or she can approximate the lives of 'normal' pupils and to what extent he/she can achieve the skills of 'normal' or able-bodied people. (129)

Although it appears that Wolfensberger's theory of Normalisation raises serious questions about the validity of inclusion as a central objective in the field in fact, it could be argued that inclusion raises much deeper questions about normalisation theory because it makes no distinction between the concepts of integration and inclusion. Whereas integration could be regarded as potentially normalising and therefore oppressive to young people with special educational needs the purpose of inclusion, according to Ainscow (130) is to enhance participation in cultures, curricula and communities within and outwith the school. Any new theory of special education would require to take account of differences amongst young people and celebrate diversity rather than minimise it.

Why theory is problematic but necessary.

Any purposeful action directed towards the achievement of a particular goal is surely based on an assumption or assumptions of some description, in order for it to be considered purposeful. As Schon (131) states 'Any action at the very least least *implies* a theory'. In the same way, teaching approaches, whether in special needs or education as a whole, are neither planned or enacted in a vacuum and yet, as Clark, Dyson and Millward (132) suggest, the need for 'fundamental values and assumptions seems to arise at every turn in current debates about special education. This may be because of a shift in thinking in recent years, sometimes called post modernism in which institutional practices in special education, particularly those borrowed from medical and psychological models are questioned. (133). Newer positions see special needs as being the product of essentially social processes according to Beverage. (134)

The consequences of this shift in thinking from a psychomedical model to a social paradigm for practitioners, is that they face a series of dilemmas which often force them to adopt a political or ethical stance on the key issues which are the focus of critical analysis. However competent and proven the range of skills and methods employed by teachers are, without a fundamental system of values and beliefs they are still subject to individual perceptions about learners which may perpetuate much criticised deficit views of difference amongst young people.

Practitioners in special education have to make important decisions which affect the lives of many young people in a context of uncertainty, muddling through a series of confusing dilemmas and ambiguous belief systems which theory may help to resolve. **Table 2.1** below outlines some of the key issues in special education and their associated dilemmas:

ISSUES IN SPECIAL EDUCATION	ASSOCIATED DILEMMAS
Educational failure	The child or the curriculum?
Disability	Social construct or medical phenomenon?
Inclusive schooling	Ethically necessary or educationally damaging?
Categorisation	Formal acknowledgement of needs or stigmatising label?
Deviance	Democratic right or disruptive element?
Equity	Positive or negative discrimination?

(Table 2.1)

In addition to the above, special needs teachers may find themselves forced to adopt conflicting perspectives on more specific issues of categorisation such as the relatively unheard of until recently, Attention Deficit and Hyperactivity Disorder (pupil disruption or pupil dysfunction), Dyslexia (Pupils with learning difficulties or a discrete group requiring specialist teaching) and Dyspraxia (Clumsiness or Neuromuscular medical disorder). Whether or not these categories are accepted amongst professionals and practitioners, recognition from the parental point of view brings with it the potential for additional resources and specialist teaching for a child, possibly at the expense of others.

Adding, to the turmoil resulting from the complex issues identified above and the apparent need for fundamental values in special education, is the social and political climate in which they arise. In recent years the education system has changed considerably and competitive models such as the publication of league tables of exam results have threatened inclusion projects and marginalised those with special needs Dyson and Gains. (135)

Failure to apply theoretical analysis to major issues such as inclusive schooling, may also have been detrimental to its cause. As Ball (136) states, what has happened could be described as the 'submersion' of special educational interest, within the distractive, discursive noises of integration and latterly, of inclusion'. Inclusion is widely regarded as central to the special educational needs debate, not least because it is the only genuine objective which the field has. Integration as a linguistic term means little more than assimilation. Inclusion, however, goes further in that it carries with it the hope that differences amongst pupils will be both tolerated and even welcomed in the regular classroom through differentiated learning and teaching programmes.As an objective it presents a politically correct facade of sympathy for students with special educational needs to the world. The problem with inclusion, however, is that it is not simply a matter of providing the requisite resources and support and locating them alongside pupils in the mainstream environment, there are political implications in assuming that stake holders in education will welcome its underlying philosophy. It has been argued that inclusion, far from serving the interests of, for example, disabled young people, is about normalisation. Wolfensberger argues that in order to promote integration and acceptance by the community, people with special needs should attempt to 'blend in'. (137)

With regard to disability, several writers including Oliver (138), and Barton (139) uphold the view that theorising at least in terms of disability is both necessary and beneficial and consider that special educational theorising has become more advanced in recent years. They argue that deficit views of disability (expressed in language of categories and needs) have been criticised and analysed in terms of power, control and vested interests (140) and that consequently, these views have given way to 'social

theoretical models, characterised by self reliance and independence: rights rather than needs. (141)

Whether general perceptions of disability have altered in this way is questionable. However, at the very least, critical analysis of disability has resulted in a better knowledge and understanding of key issues in relation to disability. Such understanding has also challenged formerly held assumptions about categorisation and the institutional practices which construct pejorative labels which imply that there is a connection between disability and impairment. According to Marles (142) impairment is a 'medical term for anatomical loss or loss of bodily function' and disability, the 'social consequence' of this impairment.

Theoretical criticism of special needs, particularly from outside the field, has been around since the 1960s according to Bogdan and Kugelmass (143) and although theorists such as Wolfensberger have made a significant impact on practice in the field, progress towards a single theory of its own has been slow, perhaps because the field has always relied heavily on medical or pathological models. Special education is not so much atheoretical as too narrowly based on theoretical models which are no longer appropriate. Also, teachers in special education may have difficulty in accepting or applying new theoretical discourses which fall too radically outside established assumptions about their practices,and clients. Challenging and critiquing of special education's 'flawed' assumptions and guiding principles is necessary to future progress in the field. It would, however, be well worth exploring the reasons why professionals (particularly teachers in the field) confronted with theoretical criticism, show such resistance towards accepting or using it as Tomlinson argued, (144) since without their endorsement, educational change is virtually meaningless and more likely to result in feelings of oppression. Unwillingness by commentators to involve the participants or those most concerned with change may be one source of frustration for practitioners. Oliver, who sees the problem as essentially political in nature, has made this point with regard to disability:

> The major issue on the research agenda for the 1990s should be: do

> researchers wish to join with disabled people and use their expertise and skills in their struggle against oppression or do they wish to continue to use these skills and expertise in ways which disabled people find oppressive? (145)

Although professionals in special education should take responsibility for identifying and challenging their own discriminatory practices, excluded from setting or contributing to the research agenda, they might also regard themselves as oppressed.

Another reason why a single theory of special education is regarded as unlikely, derives from the seemingly endless nature of debate on the subject. If, as Galletly (146) states, 'the function of enquiry is to do away with yourself' endless critiquing can become somewhat self defeating if the only action to result from it is yet another position for change.

Part of the problem about theorising special needs arises because of the difficulty in disconnecting it from the wider issues of education to which special education is inextricably linked. According to Clark (147) there is at the heart of theorising about special education, a paradox because it concludes that 'special education is non-necessary and non-rationale and the more it attempts to deconstruct special needs, the more it has 'confined special needs to an intellectual ghetto' where other wider concerns in education, such as what children should be taught, the goals of education systems and how education 'interacts with other aspects of social and economic policy', are viewed solely from the special needs perspective. In support of Clark et al and Dyson, it therefore seems more logical to 'reconnect special needs with wider issues in education as a whole'.

Complexity may not necessarily be undermining in itself and may in fact even be productive, as Skrtic (148) optimistically points out by stating that 'A crisis in knowledge is a prelude to growth in knowledge'. Nor do complex values or contexts remove the need for principled decisions. The only danger is that ever more refined critique could become an end in itself.

What is important is that the debate itself should not take precedence over the very real issues of disability, educational failure and underachievement. Whether teachers and other teacher educators choose to support or reject the notion of categories, the differences themselves remain along with the need for a differential response which is not removed when the category or label is removed.

As discussed earlier, dilemmas in special education are rarely unequivocal and each issue tends to have its own advantages and disadvantages. What is important is the need to select and prioritise values and specify aims which are appropriate to the needs of a particular time and context. I would contend that concepts are only problematic when they are not made explicit. Therefore the greatest care must be taken in evaluating needs, prioritising them and in being very clear in whose interests they are being stated whether these are about equity, empowerment or inclusion. In addition there will be other difficulties to consider carefully in terms of appropriate terminology, policy and practice. A good theory should comprise of a set of hypotheses which make it possible to explain practice. As far as special needs is concerned, it would be very convenient and helpful to practitioners having to make decisions about whether to place a child in a special school; how to cope with behaviour problems in the classroom; which educational goals to set; which services to enlist and which strategies, teaching methods and resources to employ, if a good theory was available on which to base these decisions. As Lewin (149) suggests, 'There is nothing so practical as a good theory'

Inevitably, teacher educators, schools and special needs curricula will have to take on a more definitive form at some point based on empirically grounded theory if they are not to become casualties in a debate which is becoming increasingly sterile. Perhaps the best approach to theorising special education is has been described by Clark, Dyson and Millward:

> Theorising for us is not a linear progression towards some unequivocal truth so much as a continuing process of realignment between values, beliefs and assumptions.What makes that process more than a pointless carousel of ever changing positions is that it - is or can become a rational process

> seeking both to explicate and justify each new alignment that is proposed. If that process does not lead to some absolute and final truth, it may nonetheless open up new ways of understanding , and hence of acting for particular times and places. (150)

It is also important that the process of theoretical analysis is conducted in partnership with all of those most concerned with special education as far as possible eg. disabled persons, professionals, commentators and policy makers, since the overall purpose of any theory must involve greater understanding of what is actually happening in schools and classrooms and what can be done to alleviate educational failure and support the growth of all of those involved. Above all else, it must be practical and applicable in real situations. Before that process can begin, it is important to examine the origins of conceptual issues associated with special education in general.

CHAPTER 3

The origins of conceptual issues in special education and their implications for modern policy and practice.

Students with special needs are artifacts of the traditional curriculum. (151)

Special educational needs relies for its effectiveness on the successful integration of theoretical knowledge (based on a concept which is held to be valid and important at the time) and practical skills, (informed by theoretical knowledge). If the conceptual basis of that knowledge is problematic, it is therefore logical to assume that the confidence and competence of the field's practitioners will be adversely affected.This chapter will therefore examine the origins of these conceptual difficulties and focus on analysing how the lack of an agreed or precise conceptual model has impacted on policy and practice in special educational needs.

Traditionally, schools do not respond positively to pupil diversity, nurturing and celebrating academic success in preference to being seen as a 'caring' school. It has been argued that the social origins of pupils with learning and behavioural difficulties could be linked to the needs of 'schools to separate their problem pupils in order to promote the interests of other pupils within a competitive education system.' (152) In other words, the field of special education exists primarily to preserve social inequality.

In fact the reasons for the field's existence are probably less sinister. A study of the history of special education shows that its less than satisfactory development is more likely the result of ill-informed policy, based on an unclear concept. What is particularly significant about the origins of the field is that its conception was due to morally questionable circumstances arising from the social context of the late 19th century. In addition, perceptions of its purpose varied significantly in Britain, even in the early twentieth century.

The historical background to the development of special educational needs in Scotland.

If one believes, like historian James Scotland (153) that 'education mirrors general trends in Scotland's history,' then historical influences on the evolving concept of special education must be regarded as a significant aspect of any attempt to analyse the present concept of special educational needs. In fact it is possible to link the development of thinking in the field with the history of Scotland and the development of Scottish education as a whole. It is possible to track the the various stages in the development of the concept of special education from the 18th century to the present time in order to explore how current assumptions and values associated with the field have evolved. What makes analysis of the historical background to the conceptual development of special education of particular interest is that all of the issues which prevail in special educational needs today such as categorisation, rights, entitlement and inclusion appear also to have been matters of concern during the latter half of the 19th century.

Special education in Great Britain is, according to Warnock (154), of relatively recent origin. However, the last century has has seen a gradual broadening of the concept of education which led to the development of special education, complete with its own language, as a field in its own right. Special education has moved on from its origins as a charitable enterprise for the 'handicapped' to its more traditional role as a specialised wing of the Scottish education system with responsibility for a designated group of children. More recently writers such as Clark, Dyson and Millward (155), Skrtic (156) Ainscow and Tweddle (157) have expressed some concern about the validity of special education as a distinct and separate field.

In Scotland as with other countries in Europe around the late 18th century, it was the obviously handicapped child, e.g. those who were blind and deaf, who received help only. The emphasis was on disability. At this time, the belief existed that 'handicapped' children were abnormal or subnormal beings who could be grouped into clearly defined categories and need not be included in the ordinary education system.

Rigid categorisation was the norm and even those who were partially sighted or deaf could not be included in the special education category. (158) Pioneer ventures did exist as early as 1760 however at this time with Braidwood's Donaldson College in Edinburgh teaching deaf and dumb children to speak read and write, at a time when, according to Warnock (159) other similar institutions in Britain were solely concerned to provide vocational training for future employment. Naturally, since education was not compulsory until the Education (Scotland) Act of 1872 and categorisation for special schooling much more rigid at this time, pupils attending ordinary schools, who might later have been regarded as having special needs, were not yet recognised as such.

Prior to this, limited categories and language for categorising youngsters with 'special needs' such as the word 'handicapped' meant that only a very small proportion of the population at this time, were given any special provision. Indeed, a feature of the evolving concept of special education appears to have been the language associated with it (160). Not surprisingly, the numbers of pupils with special needs seems to have been inextricably linked to the number of categories available. The more categories and terminology available to describe special needs extended, the greater the numbers of pupils with special needs. This has been a typical pattern throughout its history, making special education seem very arbitrary at times.

In addition, the demeaning nature of the terminology associated with charitable institutions concerned with the 'handicapped' and even Education Acts defined a concept of special needs which consisted of a small group of 'alien' individuals who had no place in mainstream education in Scotland or even in the education system as a whole. Warnock (161) refers to the founding of an 'Establishment for the Education of 'Imbeciles' at Baldovan in Dundee, in 1852 and another for 'defectives' in Edinburgh, whilst the 'Lunacy (Scotland) Act of 1862 recognised the needs of the mentally handicapped , granting licences to charitable institutions to train 'imbecile' children. Only Donaldson College in Edinburgh, which depended on its clients ability to pay, provided an education.

Special education from 1872 - 1945

There is much evidence to suggest that the far reaching Education (Scotland) Act of 1872 saw the beginning of a dilemma in educational thinking which brought into existence, special education simply by 'extending' the meaning of the term education itself. (162) Prior to 1872, education was regarded as the prerogative of a few who could afford it. (163). However, as soon as the state acknowledged for the first time, not only its responsibility to provide free education for at least ten years for every Scottish child but his entitlement to free milk, cheap meals, free medical inspection and treatment, bursaries, travel grants and lodging, cheap clothing if required, it broadened the definition of education to include special provision for those who required it and most significantly, the right of a child to be educated according to his age, ability and aptitude. Politically and socially, this broader view of education reflected increasing interest in the general welfare of children and education was seen, as the 'best place to attack the poverty and disease which seemed endemic in British towns.'(164). In terms of historical events of that time, Scotland also hints at another, more pressing and arguably, self-serving reason for improving the social conditions welfare of the poor: the need to provide healthy young volunteers to fight in the Boer War following mass rejection of volunteers from British towns on the grounds of their poor physical condition. In the years that followed, there evolved a social welfare dimension to education which would inevitably require to address the needs of all learners. Therefore, in a sense, the advent of special education was imminent. As Warnock stated:

> As the principle of universal elementary education took root, it could only be a matter of time before the educational needs of handicapped children began to be recognised. (165)

This is a classic example of how a major political initiative in education as a whole, affected the developing concept of special education at this time. Warnock (166) also refers to charity organisations for the blind and deaf pressing the government for recognition and achieving it in 1890 with The Education of Blind and Deaf Mute Children (Scotland) Act of 1890 making grants to institutions for training blind children

and deaf mutes.

Interestingly, such developments are typical of the developing 'rights' culture of the late 20th century where 'the readiness of one group of parents to demand more resources for their children may redistribute provision to their advantage.' (167). Skrtic (168) referring to Marxist theory, explains this in terms of power struggles where 'dominant social groups will shape social structures to their own advantage persuading others to accept inequality in the process'. The reason why these two groups were able to pressurise the government into change is described by Warnock.

> Other bodies added their voices and through meetings, publications and propaganda created the climate of reform. (169)

The origins of the campaign may also have arisen from what Petrie (170) termed 'an almost casual recognition in the 1872 Act, of the state's duty to meet the needs of the handicapped.' In Section 69, provision as regards attendance is declared to include blind children. The rewards of a successful campaign came not only in the form of financial gain but in addition, there was a very significant increase in the number of state funded schools providing specialist support for deaf and blind pupils to four for the blind and four for the deaf and dumb and all blind and deaf pupils by 1897. (171)

Another development of the late 19th century also bears striking similarity to developments in education and special educational needs today. Early attempts to implement the 1872 (Scotland) Act by standardising education and eliminating inefficient schools might be regarded as the beginning of a crisis, as yet unresolved, for which 'special education' was intended to be the solution: the reconciliation of a common approach to school standards and entitlement with an acceptance and tolerance of differences in need and different aspirations towards learning. What to do with those pupils whose limited ability adversely affected school performance became a major concern of the late 19th century. Tomlinson (172) suggests a negative construct for the existence of special education by arguing that it came into existence because there was a 'need to provide education for so called 'normal' students unimpeded by

those who cause difficulties.'

The 1872 Act created several problems for secondary education because it did not provide financially for secondary schools, since education was only compulsory between five and thirteen years. As a consequence, even fewer pupils than before progressed to secondary school. Scotland (173) refers to a number of statutes in the last decade of the nineteenth century, hastily passed in an ad hoc fashion in order to address the problem of fewer pupils progressing to secondary school at a time when 'the increasing technical needs of industry made higher education essential.' In fact James Scotland claimed that it was not until 1945 that there was any systematic organisation of secondary schools.

As the definition of 'handicapped' was very narrow at this time and secondary education was not free until the 1945 Act, it was likely to have been beyond the aspirations of many pupils who would be regarded as having special educational need' today such as those with poor social circumstances and those with learning difficulties.

Categorisation, which remains an unresolved issue for special educators in present times features largely throughout the history of special education. In Scotland, as in other countries during the late nineteenth century, (174) 'the obviously handicapped child was the first to attract attention and receive help.' The Secretary of State also suggests that there was a belief at this time, that 'handicapped' children could be grouped into clearly defined categories, 'abnormal' or 'subnormal' according to the degree of 'handicap'' and not included in the ordinary education system. The accuracy of these categories proved to be a major difficulty for schools and authorities in the years which followed. Warnock (175) refers to the difficulties encountered by both the Royal Commission on the Blind, constituted in 1886 to report on provision of education for the blind but later extended to include the deaf (176) and The Committee on Defective and Epileptic Children (177) set up in 1896 to report on educable and non-educable children. Both were forced to 'grapple with definitions' within narrow categories of 'handicap.'

Realising the need to broaden categories of 'handicap' in law, The Education (Scotland) Acts of 1890 and 1906 were specifically devoted to other categories of handicapped so that by the beginning of the twentieth century, school boards were compelled to provide special education for four additional categories of pupils as well as that of the blind and deaf. The term 'handicapped' had now broadened to include 'epileptics', the 'crippled' and 'mentally' or 'physically handicapped' (178). Although local authorities had been empowered to address the needs of these groups, it was not their duty to do so and the smaller parishes still assumed the bulk of responsibility for special provision although, as Petrie states, the catchment area was 'often not large enough to enable viable centres to be established.' An important factor in promoting the growth of special education was, he argues, the 1918 Education (Scotland) Act where 'the county or large city replaced the parish as a unit'. By 1936, this resulted in 47 classes and 62 schools in Scotland although they were legislated for separately.

1945 onwards and special educational treatment.

From the secondary schooling point of view, the development of special education in the broadest sense appears to have had a shorter history, beginning with the Education (Scotland) Act of 1945 which made secondary education free and extended compulsory education to fifteen years. The effect of this measure, implemented on March 1st, 1947, had the immediate effect of increasing the numbers of pupils in Scotland, attending state secondary schools by 40,000. Further increases in the 1970s hugely increased the secondary school population together with the range of ability for which secondary schools had to cater. With higher levels of failure likely, the need for a broader concept of special educational treatment was logical. This perhaps explains in part the tendency towards a broader concept of special educational needs

There can be no question that the First and Second World Wars of the twentieth century directed the focus away from educational advancement and social concerns and consequently, there were fewer developments as radical as the 1872 Act.

David Petrie (179) once said that 'the relationship between education and social change

is a complex one'. The same could also be said of special education. New developments and concepts not only reflect social change but once they have bedded in, so to speak, and received statutory implementation, they begin to change the social situation which produced them. If education both reflects and modifies society, then so too does special education. Special education is even more complex because its developing concept mirrors both the social values and ideals of its time as well as values in education. The rise of Liberalism, the Labour movement and the development of a compulsory mass elementary education system from 1870 onwards, (The Education Act of 1870 and Education (Scotland) Act of 1872) undoubtedly necessitated recognition of children who were not able or willing to perform satisfactorily within the system. The need to provide education for so called 'normal' students, unimpeded by those who cause difficulties may well be the negative social construct from which special education originated in Britain.

The child deficit model of special education.

Few issues in the field of special educational needs have provoked as much tension and widespread dissatisfaction as the continued emphasis on explaining educational difficulties in terms of child-centred characteristics. This entrenched view of educational difficulty has proved exceptionally difficult to shift throughout the twentieth century, despite the attempts of early twentieth century visionaries such as Boyd, Drever and McKechnie (referred to above) ,Warnock and policy makers such as HMI (180). Why has this view of special educational needs proved to be so resistant to change? Warnock, blamed this on a series of negative definitions in law in relation to categories of pupils requiring special educational treatment in both England and Scotland :

> Definitions .....given as they are in terms of disability that makes the pupil unsuited to the normal regime of ordinary schools. The definition of special education in the Education (Scotland) Act 1969.....is similarly negative in tone (to the Education (England and Wales) Act of 1944) : 'education by special methods appropriate to the requirements of pupils whose physical, intellectual, emotional or social

development cannot be adequately promoted by ordinary methods of education.' Such a definition conveys nothing of the qualities or features which make special education special. (181)

But the negative terminology enshrined in a series of laws affecting educational policy was far from the only reason why child-deficit models have been perpetuated. Following the second world war, there was a considerable softening of attitude by professionals to the plight of children who were excluded from state schools following parental anguish and protests (Warnock) (182). Post-war special education provision then became dominated not by notions of exclusion and segregation for the good of 'normal' children, but instead by what Tomlinson (183) has termed 'the ideology of benevolent humanitarianism,' Yet it could be argued that this notion of special education was, if anything, even more damaging than the blatant segregation and overtly demeaning categories of deficient children advocated by earlier legislation, because it was more palatable in terms of public opinion and therefore less likely to be challenged.

Child deficit models in general, were unlikely to be challenged quite simply because the source of difficulty was not believed to be a problem arising from the education system itself. Presented in more charitable ideological terms, special education and segregation appeared more acceptable and the recipients were assumed to be both passive and grateful for endeavours made on their behalf by the education system. This could have been the reason why developments in 'remedial' education went unchallenged for so long. They were assumed to be for the 'good' of the students concerned and the source of difficulty lay more firmly than ever with the child. It could also, perhaps, explain to some extent ambiguity within the concept of special education. On the one hand there was concern that education should be 'universal' and yet, on the other, 'exclusion' could be perceived as 'benevolent'.

As far as the translation of policy into practice was concerned, there were few problems. The structure and decision making for special educational provision in schools was a reasonably straight forward case of labelling according to an appropriate category of child deficiency. Prior to the Warnock Report , Scottish children regarded as

being in need of special education were assessed and placed in one of nine categories of handicap, (Special Educational Treatment (Scotland) Regulations, SED, 1954) then sent to a special school depending on which category of handicap they were deemed to have. The appropriate form of education was prescribed by the Schools Code of 1956 (184). Even language such as 'diagnosis' and 'remedial', used in the 1970s and 1980s reports suggested a pathological condition which could somehow be cured with the corrective treatment, although the general trend at least in terminology used, was less demeaning.

What of the implications of such entrenched, potentially negative attitudes for teacher education? Special educational needs course providers readily accepted the ideology of Warnock and advocated the curriculum deficit model approach suggested by the HMI. Progress Report of 1978. However, despite valiant attempts by college departments providing training in special educational needs to avoid the negative 'child-deficit' influenced connotations associated with terms such as 'remedial or 'special' and reinvent themselves by using curriculum related titles such as 'Department of Support for Learning' or 'Department for Excellence in Learning and Teaching', at secondary mainstream level in particular, the former connotations have doggedly persisted. This may be due to a lack of acceptance among mainstream teachers who were unsympathetic towards the new philosophy, according to Riddell and Brown (185) or more likely that such an approach was unworkable in practice, since ensuring that no child experiences a sense of failure despite learning difficulties or physical disabilities, is a seemingly impossible goal to achieve.

Subject to market force demands from teachers anxious for strategies to address the specific needs of individual groups such as 'able' or 'dyslexic' pupils, teacher educators in SEN are as locked into deficit models of children as schools are. In addition, this situation is further reinforced by parent demands for categorisation in order to achieve additional resources for their child. It therefore appears that the well intentioned ideology which proposed curriculum deficit models in the first place, was either ill-informed or more likely naive in its assumptions and intentions, influenced as it was by Warnock. In Scotland, the HMI Progress Report , 1978, tried to implement a policy informed by the same noble but questionable theory. It has been seriously undermined

ever since by market forces which by their very nature, marginalize those with special needs, coupled with a seismic shift in policy away from those with learning difficulties towards standards in education and the needs of more able pupils. (186). Indeed, courses for abler pupils are now a regular feature of post graduate teacher training courses under the auspices of special educational needs.

Those of us who are genuinely committed to addressing the needs of young people with learning difficulties and the limited availability of resources and trained staff to support them, may well have deep concerns about the inclusion of more able pupil modules in Support for Learning training courses. The addition of this new role for learning support teachers in secondary mainstream schools of attempting to support such groups in practice, whilst massive problems of underachievement persist, creates further dilemmas for an already hard-pressed work force.

Although The Warnock Report has been criticised in chapter two of this research for its circular definition of special educational needs, in fairness, it did not anticipate the effects of market forces on special educational needs. In addition, the history of special education has always been characterised by negative public perceptions of pupils with special educational needs as reflected in both the practice of segregation and offensive language (by modern standards) associated with it. Proposing that such children should now attend the same same schools as their peers (integration) and reconceptualising learning difficulties in terms of both the curriculum and the child's environment were undoubtedly radical propositions. Perhaps we should not be surprised that, twenty years after its publication, the significant shift in thinking about special educational needs envisaged by Warnock has not materialised and the prospect of inclusion for many young people with special needs remains bleak according to Thomson, Dyer and Riddell. (187).

The absence of literature on special education policy

The inconsistency in translating policy into practice which has continued to dog special educational needs throughout its history, may be due in part to a lack of in-depth

literature and research on educational policy. Riddell and Brown (188) state that until the start of the 1980s there was comparatively little literature on educational policy, despite the fact that health and social services had been analysed extensively. Ball (189) also argues that even those who had written about educational policy had often 'failed to make their theoretical perspective explicit'.

Tomlinson too, argues that in almost all countries which have developed special education sub-systems, there has been a paucity of research and literature on conceptual issues and policy-making:

> A burgeoning literature on practice, provision, management and training, has not been matched by research on, or evaluation and analysis of the policy development implementation and change which underpins it. (190)

In Scotland, during the twentieth century, the negative impact of such inexplicit and inconsistent policy and practice towards mentally handicapped children in the 1940s and 50s, led to a public outcry following the 1947 Education (Scotland) Act. The problem was that education authorities were made responsible for 'ineducable but trainable' children. Deciding on the difference between who was 'educable and who was trainable' with no specific criteria resulted in a situation where some children received education who would not have been regarded as educable in other parts of the country (Warnock) (191). Consequently, many children had literally been excluded from the education system and placed in occupational centres to be supervised by instructors depending on where they lived. This inconsistency was recognised by the Melville Committee (192) and through subsequent provision in the Education (Mentally Handicapped Children) (Scotland) Act 1974, teachers were appointed to these centres which were subsequently renamed schools.

It seems especially ironic now that, despite its awareness of the difficulties caused to education authorities faced with inexplicit criteria for identifying special educational needs in the 1940s and 50s, both the Warnock Committee and the Education (Scotland) Act, 1981, made almost identical errors. Local authorities were left to determine who or

what was 'special' and which needs warranted 'recording' on the basis of equally vague criteria in the 1980s and 1990s, when the recording system in Scotland (discussed later in this chapter) was introduced in 1981. Had the theoretical perspective and criteria for identification been made more explicit and more research into earlier policy and practice been conducted, the present inconsistency of approach to recording across local authorities in Scotland, might have been avoided as Riddell and Brown (193) have argued.

What were the implications of inexplicit policy and its consequences for teacher education in special educational needs? The continued expansion of special education to include more groups of young people meant that training in special education, formerly limited to Jordanhill college since 1922, also began to expand in order to address the particular needs of more diverse groups of young people. Consequently, by 1974, five colleges in Scotland offered one year courses for qualified teachers and as recommended by Warnock (194)

What is particularly perplexing with regard to professional development and training in the field, is that those who deliver staff development may be in danger of focussing teachers on the practical aspects of provision for young people with special educational needs, without providing a sound theoretical basis. Faced with such a diversity of approaches and provision underpinned by conflicting beliefs about fundamental or theoretical issues, it is easier for teacher educators to concentrate on practical skills in addressing educational difficulty. As Thomas states:

> Higher education and local authority providers will continue to wrestle with interaction of general and abstract ideas with gritty, sensible, utilitarian classroom imperatives. (195)

Even though allowances for an ever shifting conceptual basis have even been incorporated into many Post Graduate Diploma courses in Support for Learning with the inclusion of a core module titled 'The Evolving Concept of Special Educational Needs.' is it helpful to the credibility of the field that the providers of training at this

level already assume that what is today, will be no more tomorrow? Extensive research and enquiry is urgently needed to study the effects of applying a vague concept of special educational needs, to policy and practice in the training of teachers. However, without a clearly defined philosophical and conceptual framework, it may be difficult to conduct such an analysis effectively.

The political implications of Warnock's broader concept of special educational needs.

Because Warnock attempted to reconceptualise learning difficulties, not as intrinsic to the child but as arising in the context of interaction between the young person and his environment, it appeared to uphold the rights of the majority of working class children in state education. As Tomlinson argues :

> The term special educational needs remains confused on both philosophical and political grounds. From the time the Warnock Committee extended the concept to include all low-achieving and largely working-class pupils who had never been seriously offered an education, and whose needs, far from being special, were absolutely normal, the challenge to the school system was to offer an education. However, this would have entailed inclusive and expensive educational policies and a rethinking of the whole relationship between normal and special education, which no government, interest group nor educationalists seem inclined to do at the present time. (196)

Class bias in schooling is also reflected in the work of Bourdieu and Passeron (197) and Bernstein (198). At any rate, serious questions about the whole issue of schooling and its appropriateness for some pupils which Warnock raised, were given little consideration in the climate of market forces and devolved management of resources which characterised the political climate following its publication. As Dyson and Gains stated:

> Devolved budgets and rampant market forces will marginalise those with special needs. They are virtually, by definition, 'losers' before the first ball is kicked. (199)

Although Tomlinson and Dyson and Gains were perhaps correct in their assertion that inclusive policy may be perceived as expensive in the eyes of some 'cash-strapped' local authorities, it seems likely that, as a result of Warnock, there is a greater understanding of the complex and interacting factors which affect children's attainment.

Ineffectiveness of policy and legislation arising from ambiguity in Warnock's definition of 'special educational needs'.

Another possible explanation as to why there is no agreed conceptual model is that the Warnock Committee was over zealous in its desire not to categorise, stigmatise or create barriers to equality for children regarded as having special educational needs because this was very much a feature of other legislation of the 1970s and early 1980s such as the Equal Pay Act 1974, The Disabled Persons Act 1981, The Sex Discrimination Act 1975 and the Race Relations Act of 1981.

Legislation during the late1970s and 1980s was informed by the Warnock Report and the Report on Learning Difficulties by HMI (200) both of which have profoundly affected policy in special education. Driven by a well intentioned desire to remove categorisation, yet at the same time provide necessary and additional support and resources for young people who would not otherwise have access to educational provision, Warnock created ambiguity in its proposals. Despite encouraging the removal of categories (201) from pupils with special educational needs and shifting the source of learning difficulties away from the child towards the curriculum, it appears that the Warnock Report was not prescriptive enough in its definition of what constitutes special educational needs. It was envisaged that:

> special schools would remain in existence and distinctive arrangements be

made for children whose disabilities are marked but whose general ability is at least average. (202)

Segregation was to remain for some pupils, although, without categories, it was not particularly clear as to where the line should be drawn. Learning Support (formerly remedial) departments in mainstream schools were to continue to exist as a separate department, although the real responsibility for children with special needs was to be that of the class teacher with the 'remedial' specialist acting as a consultant (203). It is little wonder that in the face of such confusion, there was not wholehearted acceptance of these proposals amongst teachers at grass roots level. Allan, Brown and Munn revealed considerable tension among teachers:

> .....Learning Support teachers struggled to negotiate their new consultancy role with mainstream teachers many of whom neither understood or sympathised with the new philosophy. In addition, abandoning the notion of deficit within the child as the source of learning difficulties and ensuring that however great the difficulty, no child experienced a sense of failure, were difficult goals to achieve. (204)

Riddell and Brown also claimed that the Progress Report of HMI received surprisingly little critical appraisal at the time despite the fact that ordinary classroom teachers were not entirely well disposed to it. Riddell and Brown (205). It also appears that both special needs advisors in Scotland and Higher Education staff, who at that time delivered certificate courses in Remedial Education, were largely welcoming and uncritical of the Report. They were, however, left with the responsibility of recruiting and training learning support specialists to meet the requirements suggested by the Progress Report that there should be 'Principal Teachers of Remedial Education' (206) trained to a high level, with Colleges of Education 'designing the training courses themselves' (207)

That they did so in many cases by seconding secondary mainstream teachers may not have enhanced the credibility and status of the new breed of learning support

'consultants' in the eyes of ordinary classroom teachers. Neither Warnock nor HMI gave specific guidance about the sources from which these additional specialists were to be procured. Some of the new consultants had little or no experience of children with special needs. The same could probably be said of college lecturers many of whom had commendable academic credentials but no real knowledge or experience of teaching children with learning difficulties. Yet it still remains the case that training opportunities for newly qualified, interested teachers have been, and still are, notoriously difficult to acquire (208).

None of Warnock's proposals, however, appears to have blurred the conceptual model on which special educational needs is based as much as the practice of recording or statementing, endorsed by Circular 1083 of the Education (Scotland) Act 1981, (Records of Needs Regulations).

Local authorities and providers of professional training, left to make sense of the new broader definition of special educational needs faced the dilemma of trying to work out exactly what types of special need fall into Warnock's categories of 'pronounced, complex or severe' identified in the Act. (Para 8, Circular 1083: Education (Scotland) Act 1981). Naturally, there are considerable differences in the way that local authorities in Scotland implement this legislation (209) with some attaching resources to recorded pupils as a priority. This practice in particular, has evoked strong reactions from teachers and unions concerned that parents and schools would push up the numbers of recorded pupils in order to claim limited, additional resources. (210)

The continued existence of recording has also meant that Colleges of Education, in competition for clients with other colleges, have been forced to reflect this ambiguity in their Certificate and Post Graduate Diploma courses by providing a mixture of generic and specialist modules in order to 'respond to the demands of the market and to (the former) Strathclyde Region as a major purchaser of training' (211) This is arguably the result of an imprecise definition of special education.

In comparison, Elliott (212), maintains that US legislation, which retained categories of

learning difficulties and criteria for additional resourcing was both fairer and easier to operate unlike the open-ended definition proposed by Warnock. However, in fairness to Warnock, Beveridge states that there was in the committee's approach:

> an acknowledgement of the interactive and relative nature of those pupils' needs which made it clear that both teachers individually and schools collectively have a significant role to play in alleviating or adding to their difficulties. (213)

In this sense, at least, Warnock had perhaps moved education closer to more inclusive attitudes and values.

There was a clear difference in the way that subsequent legislation interpreted the central issue of integration of pupils with special educational needs to mainstream schools. Whereas the Education Act 1981 (England and Wales) made a commitment to the integration of children with special educational needs to mainstream schools where possible, the equivalent Education (Scotland) Act 1981, makes no such provision.

A progressive but vague concept model has led to other dilemmas with regard to the way in which special education is conceptualised. For example , instead of abolishing categories, subsequent policies simply extended them to include even more young people.

Dilemmas arising from a broader concept of special education.

In Scotland, special educational needs has developed by expanding the proportion of the general population whose difficulties are believed to require additional or separate support. In 1950, the percentage of pupils in Scottish education classified as needing 'special educational treatment' was 1.31. percent. (214) The Warnock Report (1978) increased that to 20 per cent of pupils and HM inspectorate (Scotland) about 50 per cent. (215) In a further attempt to endorse the principle of anti-categorisation underpinning Warnock, Strathclyde Region's 1992 policy document Every Child is

Special (216) has extended concern for the individual needs and rights to all pupils.

The impact of this policy has been to dilute both the definition of special educational needs and resources available for positive discrimination in favour of those who are most disadvantaged. Additionally, there is little reference to those with social, emotional and behavioural difficulties. To further confuse the issue for both colleges of education and learning support teachers attempting to translate this policy into practice, 'positive discrimination' is the first major principle identified in the Strathclyde policy which has been universally adopted by the smaller local authorities in its wake. (217)

A further problem of inconsistency arose for teachers and trainers of teachers from Warnock's proposals. The continuum of need, or learning difficulties by degrees, suggested as a useful conceptual model in place of categorisation was also difficult to apply in practice because as Warnock admits 'it is a crude notion which conceals the complexities of individual needs.' (218) Children who had specific learning difficulties (dyslexia) experienced problems, it was claimed, which could not be merged with the general continuum of special educational needs. Riddell, Brown and Duffield (219) argue that the principle of parental choice, introduced by the Conservative government of the 1980s, is 'inconsistent with the principle that no distinctions should be made between children with special educational needs and others.' However, the British Dyslexia Association will maintain that such children are a distinct group and should be categorised as such. The Education (Scotland) Act 1981 does in fact recognise children with Specific Learning difficulties according to the British Dyslexia Association. (220)

Where this becomes a particular problem is when parents claim additional resources or individual teaching for their children at the expense of other children, whose parents are less articulate in asserting their rights. This has also caused difficulties with regard to modular provision in the training of teachers in special educational needs. A 'Stirling University Report (221) states that 'to consider teachers of children with specific learning difficulties as a group of potential specialists is to invoke controversy.' Strathclyde Regional Council had indicated that it was 'unwilling to support the notion

of a teacher of children with specific learning difficulties', (222) although 'two specialist modules could be taken due to great interest from teachers'. This compromise in response to demands from teachers and parents is another example of conflicting perceptions of special educational needs caused by vague policy.

Access to training in special educational needs.

A broader concept of special educational needs and a policy which asserts the rights of all young people also has implications, for teacher training and professional development at all levels. However, once again, it appears that policy makers could have gone further in implementing Warnock's proposals for a 'special education element' to be included in all courses of initial teacher training'. (223)

There has been criticism of teacher education courses for including special education only as a matter of simple 'awareness raising' (224) and concerns have also been expressed about access to post graduate training in special education for teachers, an area which is increasingly reliant on self-funding according to Thomas. (225)

Teacher professionalism has been defined by Warnock (226) in terms of 'skills in the management of learning for all children,' and it is therefore vital that these skills are reflected in the content of PGCE or B.Ed courses in Scotland. Research from Stirling University regarded training in meeting the needs of all learners as the 'single thing which will make or break integration in years to come'. (227) Without these skills, the individual teacher runs the risk of being locked into what Hegarty (228) has called 'self-regarding idiosyncrasy'.

Training in special educational needs, it seems, is even less likely than ever to feature highly on the agendas of poorer local authorities in Scotland. This may be partly due to cash flow problems or possibly because although the Warnock Report (229) acknowledged the difficulty in accommodating a special education element in an already busy initial training agenda for teachers, it stopped short of specifying the number of hours and levels of staff required, factors which may have made a significant difference.

As far as the implementation of professional development in special educational needs is concerned, it appears that policy in Scotland has never really reflected Warnock's proposals.

Conclusion.

Despite the well intentioned sentiments expressed in reports and policies since the 1970s, the concept of special educational needs remains philosophically and practically confused, with a variety of criteria for its application. Its morally questionable origins and history of child deficit models justified by charitable ideology, have created a negative image of young people with special educational needs which has been difficult for both Colleges of Education and learning support teachers to shake off, despite their best efforts. Can teacher educators in special educational needs really claim to have equipped mainstream teachers of learning support for their present roles when there is no agreed consencus on the problem that they are being trained to address? Also, are there, as the evidence suggests, aspects of the learning support teacher's role which are less likely to be accepted by ordinary teachers?A number of other concept related difficulties have adversely affected policy and practice in teacher education in special needs: the issue of child versus curriculum-defict models of educational difficulty remains unresolved with many parents and some teachers advocating child deficit models to obtain additional resources, whilst policy makers such as HMI (230) insist that difficulties are attributed to the curriculum. Market forces have forced teacher educators to cater for both models and produce learning support teachers whose seemingly impossible task is to assist all pupils to pursue the same curriculum goals regardless of ability, whilst protecting them from a sense of failure. All of this begs the question of whether Learning Support or indeed, special education should continue to exist as a distinct area since, by its very existence, it creates separate or special groups.

In addition, Warnock's broader definition of special needs may have resulted in equally open-ended policy models such as 'Every Child is Special'. Local authorities and teachers are left to distribute limited resources more thinly amongst increasing numbers of young people designated as having special needs. The inexplicit nature of this policy has left special education open to pressure groups or parents

claiming additional resources for their children. The wider conception of special education, envisaged by both Warnock (231) and HMI has simply translated in practice into more categories of special need than before. Teacher educators also face increasing pressures from parents, local authorities and schools to offer specialist qualifications for teachers in particular areas of demand, such specific learning difficulties (dyslexia). The claims of such groups cast doubts on Warnock's notion of a continuum of learning difficulty on which training is based. Who or what influences current practice in mainstream Learning Support most? (eg. parents, HMI, local authority policy, Colleges of Education etc.)

Inconsistent educational policy and research on policy in the field based on an uncertain definition, may have resulted in vague advice to local authorities in Scotland, left to decide what is 'special' and which pupils warrant recording. Warnock's inclusion of children from socially deprived backgrounds has been overlooked by successive governments, partly due to more fashionable concerns about standards and support for the more able pupil and also because of the expense involved. Professional development in special educational needs in Higher Education has responded by including provision for both pupils with emotional and behavioural difficulties and the more able pupil in its award-bearing courses. Any potential gaps in the current market, for example AD/HD, which cannot be addressed by colleges of education or local authorities may be bought from independent sources.

Warnock's notion of special educational needs as the responsibility of all teachers and proposals for a special educational needs element to be included in all initial teacher training courses has not translated into practice to any satisfactory degree because the time required was left to the discretion of the providers. In the same way, lack of funding or access to DPSEN courses for subject teachers wishing to specialise in Learning Support in mainstream secondary schools is also a matter of concern. As a result of an increased number of children attending mainstream schools with more complex difficulties, demand for professional development has far outstripped supply and there is a limited availability of appropriate award bearing courses. (232)

Left to muddle their way through conflicting fundamental beliefs and operating from such an insecure philosophical basis, it seems unlikely that providers of training in special educational needs can claim to offer effective problem solving approaches to educational difficulty. It is not even clear whether higher education departments and learning support teachers share the same concept of special educational needs. What does seem clear is that conflicting beliefs about fundamental issues are not conducive to effective professional development. As Frederickson states:

> It is not possible to embark on a classical problem solving approach because it is not possible to agree on the definition of *the* problem or achieve consensus on the objectives of any change. (233)

Any reconceptualisation of special educational needs presents a distinct challenge to teacher education and schooling in general. Existing assumptions about the origins of educational difficulty and specialist techniques for the alleviation of difficulties will also need to be called into question if alternative perspectives on its nature, origins and objectives are to be considered. The following chapter will review a range of criticisms of special education's basic assumptions with a view to providing a more useful definition on which to base professional training and practice.

CHAPTER 4

An analysis of alternative models of special education: modern and postmodern attempts to reconceptualise special education.

Opinions on just how special educational needs should be reconceptualised are readily forthcoming internationally, drawing on a range of theories outside special education, such as sociology, politics and philosophy. Whilst inevitably, they differ in respect to their analyses and recommendations, they adopt a similarly critical approach which seeks to question the field's guiding principles and underlying assumptions. Examples of writers who share this perspective include Skrtic (234) in the USA, Dyson and Gains (235), Tomlinson (236), and Schon (237) in Britain. Others such as Burbules (238) are critical of the underlying assumptions related to the education system as a whole. Attempts to reconceptualise special education have not been limited to theorists. Policy makers such as HMI in Scotland have consistently attempted to move the field away from its focus on the child as the source of learning difficulty since its Progress Report of 1978. Although many writers and theorists in special education offer interesting critiques of the field, what is particularly interesting about the writers' discussed in this chapter is that they have attempted either to redefine the concept of special education or suggest a way forward for the field. Although none of these theorists and policy makers purports to offer the 'ultimate' theory of education or special education, it is hoped that an analysis of their work in this chapter will prove both useful and necessary to the identification of the broader trends which characterise current thinking.

The dominant perspective on which provision for children experiencing learning difficulties is based is still believed, despite some advances, to be that of a deficit model in which the source of the problem or difficulty is still firmly located within the child. (239). Policy makers, particularly HMI in Scotland, have sought to shift the focus of educational difficulty away from the child firstly through the Progress Report (1978) which focused on the curriculum as the source of educational difficulty and more

recently in 'Effective Provision for Special educational Needs' (240) on the language of special educational needs. The extent to which they have been successful is discussed in the next section.

The HMI Perspective.

Recently, HMI (241) in Scotland have criticised the simplistic and impractical nature of the definition of special educational needs in The Education (Scotland) Act, 1980, that 'special educational needs arise from difficulties in learning or barriers to learning'. Instead, they emphasise the need for a shared understanding of the concept if provision in the field is to be effective:

> HM inspectors have found that a shared understanding of the concept of special educational needs is fundamental to planning and making effective provision at all levels of the education system.Contrary to initial impressions, the concept is subtle and requires discussion and reflection. Stated simply and in accordance with the legislation, special educational needs arise from difficulties in learning or barriers to learning. However this does not provide a working definition..... (242)

Recognising that neither child nor curriculum deficit models alone provide an adequate definition of special educational needs, the working definition which HMI propose is a compromised notion of educational difficulty in terms of both the child and the curriculum. Like Warnock, 'Effective Provision for Special Educational Needs', tries to avoid emphasising the child deficit perspective or specifically categorising children by continuously repeating that 'special educational needs may arise from.' and then listing disabilities as origins, many of which are unavoidably child related, for example, 'physical, intellectual, neurological and emotional'. The notion of social factors, notoriously seen as a 'grey' area in special educational needs is vaguely defined as 'factors within the home or school which affect the individual's capacity to learn.'

The problem with imprecise definitions of special educational needs, however well

intentioned, is that they are open to interpretation by policy makers leading inevitably to unevenness in practice. Worse still, they may even have the effect of minimising or moderating the reality of the difficulties concerned. Failing to specify different kinds of disability can, according to Abberley, lead to 'inaction, neglect and oppression' (243). Others such as Oliver (244) are more fiercely critical of this approach, describing it as a 'linguistic attempt to deny the reality of disability' by referring to disabled people as 'people with disabilities'

Another weakness in HMI's attempt to redefine special educational needs is that it fails to shift the focus sufficiently away from the child deficit view of difficulty. It is limited because it uses a language which locks it into this perspective. Words which are negative in tone such as 'difficulties', 'barriers', 'delays' and 'disability' are both highlighted and repeated throughout this fairly detailed definition. Diversity, despite its inevitability, is a fact of life which HMI have not addressed as yet, possibly because of more pressing concerns with competition and standards. In fairness, however, it has at least recognised the need for a shared understanding of the concept and tried to define it in practical terms. Perhaps it would be more useful if future attempts to redefine the field adopted a radically different perspective of special educational needs based on what children can rather than can't do. If they do not, as Sigmon writes:

> The regular education community runs the risk of becoming increasingly unwilling or unable to cope with those who are divergent from some average expectation for social and academic performance in schools. (245)

As a means of implementing its shared understanding of effective provision for special educational needs, HMI (246) envisaged a key role for specialist teachers (learning support teachers) in schools where they would have responsibility for 'enhancing the professional development of their colleagues through seminars and in-service courses'. Given the level of constraint on present school budgets and the limited funds available to buy in external expertise, eg. Higher Education, it is possible that in-house staff development will become the main source of professional development in special educational needs for some schools. If this is the case then it is important that the

training that they receive equips them with a clear conceptual basis from which to operate. If it is based on the working definition offered by HMI, the danger is that in-house professional development is likely to offer a child -deficit model of provision, based on classroom support strategies for pupils with physical, neurological or learning difficulties, and whilst these are important in accessing the curriculum for children, they do not address the wider issues of how to avoid stigmatising children and focus on their strengths rather than weaknesses.

Attempts to redefine special educational needs would do well to take account of the fact that it is not the additional or alternative forms of support which stigmatise pupils, nor even the nature of their disability. Negative perceptions and assumptions still characterise approaches to providing for young people with special educational needs and successive attempts to moderate them have consistently failed to change those perceptions.

Towards a problem solving and process focused concept of special education.

Alan Dyson and Charles Gains, in contrast to HMI, have attempted to conceptualise special educational needs differently by using a language which is non-stigmatising and allows a problem solving, process- focussed stance:

> Since the raison d'etre of schools is the process of learning, then key concepts for thinking about schools must be to do with that process. Accordingly, we propose the following terms as a means of helping us to conceptualise differently, the field which we currently call 'special needs.
>
> Effective learning - a notional ideal process which schools and teachers strive to generate and sustain for their students; and
> Learning breakdown - what happens when that ideal process is not sustained. (247)

One of the advantages of adopting this approach is that 'effective learning' is not

confined to one group of children and 'learning breakdown' to another. Dyson and Gains argue that because learning is by definition, about working at the limits, it is also about 'finding those limits, testing them and sometimes going too far beyond them'. Since it has been strongly argued that children in mainstream schools are more often underestimated in their ability than overestimated (248) learning breakdown is 'endemic in the learning process for *all* students' and teaching becomes a problem solving process to do with maximising the effectiveness of learning, rather than simply responding to difficulties which arise. It involves on the one hand being proactive in creating situations in which learning is likely, and on the other, being responsive towards the breakdown of those situations'.Shifting the focus to one of problem solving would allow teacher educators to consider the reasons why students fail to learn, the processes and situations necessary for effective learning and why learning breakdown occurs, all without categorising children. In this way Dyson and Gains (249) argue, special schools and programmes are not required as teaching and learning have become a 'complex process of learning and teaching for all' pupils.

Since the purpose and content of the specialist modules offered by Higher Education institutions courses are concerned with improving diagnostic and instructional practice for certain groups of pupils eg. specific learning difficulties or sensory impairment modules, it is possible that by focusing attention on particular 'types' of children to be taught in different ways or by different types of teacher, providers of training in special needs are diverting attention away from the more important issue of schooling and the school system itself. In any case, the limited demand from teachers for such courses as well as the cost of delivering specialist modules has been identified as a particular concern by Allan and Stronach. (250) Additionally, the controversy surrounding 'Specific Learning Difficulties' or 'Dyslexia' as a specialism is an emotive aspect of special educational needs, characterised by conflicting perceptions of the nature of difficulty, recognition, policy and provision (251). In Britain, it is notable that Dyslexia and autism were never recognised as categories of disability, although they were recognised under a Health Act in 1970. Other categories have been suggested by various interest groups but never given legal status. Examples of these are the attention deficit/hyperactivity disorder child, the neuropathic child and the child with severe

lethargy. Course providers in special educational needs are faced with the impossible task of where to draw the line with regard to specialist modules or courses. Such specialist training is therefore questionable in its aims and content and not generally available to teachers anyway, due to limited demand and cost. Progress based on this assumption can only take the form of increasing the numbers of categories of special need already in existence.

Although much of the discussion here has centred on criticism of the conventional assumptions of special education and the need for reconceptualisation of the field in a way which moves beyond provision which is based on the child 'deficit' model, the problem of how to address the rights of those young people with genuine needs without categorisation is still an issue which special education must acknowledge.

The reflective practitioner.

Much has been written about Schon's reflective practitioner approach (252) and its potential application to special education as a means of resolving problems. His contention is that there is a role in every school for the reflective practitioner, an approach which accepts conflict and tension as an inevitable part of the education process and allows practitioners to address existing tension and reform the process through a system of open communication, debate and reflection on practice. O'Hanlon, in support of Schon, claims that professional advancement is not possible without some form of reflective practice:

> If we focus on the kinds of reflection-in-action through which practitioners sometimes make sense of uncertain, unique or conflicted situations of practice, then we will assume neither that existing professional knowledge fits every case nor that every problem has a right answer. (253)

The advantages of such a system are clear. In secondary mainstream schools in Scotland, learning support staff constantly engage in discussion and reflection on the nature of support with fellow professionals and the result, if debate is systematic,

productive and meaningful, is two-way staff development and ongoing self-evaluation leading hopefully to structured intervention on behalf of young people with special educational needs and others. Such an approach depends, however, on both the ability and willingness of other teachers to engage in the debate.

On the other hand it could be argued that reflective decision making is not pro-active enough given its refelctive nature and the fact that the tensions it is attempting to address are already present. Reflective decision making may also, unintentionally lead to negotiated compromises and trade-offs which are not necessarily in the best interests of the individuals concerned. For reflective enquiry in decision making and teaching to be successful, professional training is required for all teachers. Nonetheless its potential to resolve tensions is purposeful and easily applied in any educational context including research.

The application of 'difference' theory to special education.

Another newer field of theory that might, if applied to education, resolve many of the tensions within special education, is difference theory as outlined by Nicholas Burbules (254). Difference theory is critical theory arising from the work of early structuralist linguists, most notably, Saussure, who studied signs and symbols and concluded that to serve as a sign, a marker must be distinguishable from other signs within the same sign system. However, although we can distinguish between O and Q in our alphabet, their similarity of shape and size means that someone raised with a different alphabet or sign system might not notice the difference.

The basic theme of modern schooling has been the emphasis on 'common educational interests' where there is an assumption about what every educated person should learn, know and be able to do. We use education, on the one hand, to make people more alike: for example we teach common values and beliefs (cultural literacy) and the knowledge base and skills which can be measured by standardised tests in order to establish national standards. On the other hand, there is a desire to serve different learning styles and needs and different cultures. But common needs, knowledge and

standard of citizenship, upon closer scrutiny, may not serve all groups equitably.

Difference theory states that differences are signified only in terms of the larger system of relationships within a culture and questions the largely arbitrary nature of difference. Skin colour, style of dress and categories of special needs pupils are all parts of systems of signification which state that these particular differences make a difference in certain contexts. The advantage of difference theory is that it unmasks the naturalness of these categories and their effects upon us. It makes the previously invisible, visible by questioning the presumption of sameness. Consequently, it also challenges the pretence that certain significations don't make a difference, when in fact, they do. It asks why certain differences are emphasised and others are neglected and in particular, it highlights the sheer relativity of the meaning of these differences to one cultural system rather than another.

In relation to special education, difference theory is useful in that it alerts us to the many unofficial assumptions which we make about sameness in schools, about subtle forms of difference which are overlooked or mistreated. Burbules argues that it is theoretically more valid and also pragmatically less likely to do harm if one presumes difference from the outset and carries the caution that 'one's own perspectives on difference and on which differences matter and on what those differences mean, are frequently inadequate to capturing the range of differences that signify for others.' (255)

There are also other beneficial influences related to difference theory and its application to special education. We need to question what counts as a significant difference in certain situations and it makes us aware of potentially hidden differences and the potential harm which can be done when differences which are important to others are ignored, trivialised or misunderstood by schools. Difference theory also makes us critical of the larger structures which tell us that *this* difference matters and *that* one does not matter. Finally, it has much to offer special education because it denies the generalising of particular categories of special needs and the norms associated with those. For example, pupils with Downs Syndrome are generally categorised and

perceived as one group and yet educationally, there is an enormous range of ability and aptitude amongst this 'group'.

However, difference theory is not in itself without potential problems. Wholesale emphasis on difference would be unhelpful and in some situations, it could be just as counterproductive as the presumption of sameness. It is possible that groups or categories within special needs who deliberately set out to emphasise the difference between themselves and other groups with special needs in an effort to gain resources, may force a redistribution of provision to their advantage. The consequences of this group assuming a dominant status would mean that weaker groups may lose out because they are unable to sufficiently emphasise their own difference in order to gain significance. Secondly, Burbules himself admits that in questioning the naturalness of difference, we can only talk about a difference against the background of something that is shared in common. Saying that one thing is different from another is the same as saying that it is the same as something else. How can we identify a difference without recognising what is standard first? Thirdly, since recognition of difference depends on human rationality to expose it, that recognition could be regarded as subjective in the sense that it is dependent on the values of the practitioner concerned.

What is particularly useful about difference theory in relation to special education is that it encourages us to see more clearly, the way in which differences are constructed and how alternative standpoints on difference are at least equally valid. As Burbules (256) states: 'It is not so much tolerance of difference that special education needs but critical reexamination of difference through questioning of our systems of difference.' Systems which denote difference must be open to reconsideration, there must be room for questioning and modifying systems. Above all these systems must not be seen as either essential or unchanging. Warnock's assertion in 1978 that 18 per cent of pupils have special needs appeared at one point to have been written in stone, although lately, it has received much criticism not least from Warnock herself. As Lewis (257) points out: 'In certain conditions we all experience difficulties.'

A theory of difference, if fully developed and guided by human rationality may, if

expressed in practical terms, offer a guide to help teachers and education systems to recognise significant differences where they did not see differences before and to look at them from more than one potential standpoint.

Critical pragmatism.

Skrtic's (258) critical pragmatism is similar in some ways to difference theory in that it treats assumptions behind professional models and practices in special education as problematic. Assumptions and theories are themselves regarded as requiring evaluation and reappraisal. But whereas difference theory depends on human rationality to recognise differences amongst pupils, critical pragmatism avoids this by focusing on the practical consequences of pursuing a particular response. The pragmatic method tries to interpret each potential response to a complex question by tracing its respective practical consequences weighing up which approach is likely to be the most useful for the field concerned.

There are some advantages in this approach to resolving central dilemmas in special educational needs such as: should inclusion remain the central objective of special education? It is a democratic form of enquiry in which all knowledges are accepted or rejected on the basis of whether or not they serve a useful purpose and it is both a way of continually evaluating and appraising the practical consequences of what professionals in education do as well as a means of justifying professional practice. Critical pragmatism is intended to serve the best interests of education, its consumers and democracy itself. Additionally, its goal is not certainty and it does not seek objective knowledge or truth. Rather its goal is to reform itself by redescribing practices, discourses and schools in alternative languages. It is also a continual search for better ways of describing educational assumptions, principles and practices and applied to special education, it is a mode of enquiry that constantly forces professionals to face the fact that everything they do and say is shaped by convention. As Skrtic points out:

The field of special educational needs must be concerned with the means

> and ends of its practices, both of which are influenced by its values because implicitly, or explicitly, values shape special educators' perspective on society, social arrangements and desirable educational and social outcomes, as well as their choice of theories to ground and justify their practices and resources. (259)

Skrtic is critical of inclusion, which he regards as a form of naive pragmatism. He sees inclusion is a method of approach which reproduces the problems of professional practice in special education. According to Skrtic, inclusion cannot be regarded as the ultimate solution to the problems of special education because it accepts, without question, the grounding assumptions of special education as unproblematic. Therefore, inclusion only provides a 'solution' to what is perceived as a flaw within the field but it does not question or criticise the basic assumptions underpinning the field itself . This seems surprising as it could be argued that inclusion questions these underlying assumptions more than any other approach in the field at present.

Skrtic appears to have been more concerned with focusing on the practical consequences of pursuing a particular response to the problems of special education. Although, by implication, this means using special education to deconstruct and subsequently reconstruct education as a whole, critical pragmatism does not go far enough towards resolving the broader social and political problems associated with special education and education. Post modernists such as Skrtic tend to assign responsibility for social enquiry of this nature not to powerful people such as politicians or ruthless capitalists but to professionals who are caught up in what he refers to as the 'webs of power of modern society' (260). Any reform or progression in knowledge must still take place within a particular political context. Therefore, just because a teacher pursues a particular line of critical enquiry does not mean to say that he or she will be in a position to implement the practical outcome of that enquiry. In this sense, teachers and other professionals may frequently question assumptions and find themselves at odds with the value systems of politicians or those in a position of power. Skyrtic attempts to provide a theory of special education which satisfies the desire for a set of values which will result inevitably in progress. His faith in the

inevitability of progress through democratic enquiry is optimistic, if not ambitious.

Conclusion

As stated at the beginning of this chapter, none of the theorists or policy makers whose work is discussed in this chapter purport to offer the 'ultimate' theory of education or special education. However, they all provide useful analyses of the crisis within special education and identify some of the broader trends which characterise current thinking. Although practitioners may search for a solid theory of special education which will point unequivocally to a clear course of action, an in depth study of issues in the field suggests that the issues related to special education are highly complex and they are connected to wider concerns surrounding the education system as a whole. Crucial questions need to be asked about how children learn and how policy in special education interacts with other aspects of social, educational and economic policy. However, the fuller realisation of this complexity is to be welcomed and it seems likely that reducing special education to a single dimension would be unhelpful.

Special education and education are not restricted to one dimensional solutions or even single theories. Guided by human rationality, there seems no logical reason why more than one theory could be not applied to the field, if appropriate. In social sciences it is not uncommon for a number of theories (often conflicting) to be applied to one particular subject, for example in psychology. What is important is that the aims and fundamental values related to this theory are clearly stated. The fundamental values and principles that theory might incorporate are considered in the following three chapters.

CHAPTER 5

Inclusion: Should it remain central to the concept of special education?

Of the many dilemmas which have characterised special education in Britain throughout the last twenty years, there is arguably none more controversial or profound in its implications and influence on thinking in special education, than the issue of inclusion. Scottish special education policies are said to encourage the 'inclusion of as many students as possible in mainstream schools,' (261) yet special schools are also seen as having an important place in provision with professionals having an important role in deciding who should be placed in each sector as Julie Allan (262) states. In practice, inclusion in Scotland generally means transfer to a special unit attached to a mainstream school with varying degrees of access to the mainstream curriculum, supported by specialist teachers. This takes place in a wider context of budget fluctuations and is also subject to the reactions and perceptions of mainsteam teachers, parents and other professionals for its success.

Warnock (263) rightly described integration as a 'highly political' issue because of its potential implications in relation to social control as a number of writers have claimed. Fulcher (264), Tomlinson (265) and Carrier. (266) In a practical sense, therefore, the inclusion issue raises questions about who, how, and what teachers will teach.

The inclusive ideology is further confused through a tendency by teacher educators (despite their fervent crusade promoting inclusion) to separate special education courses from other education courses, making relevant the question of whether teachers without special qualifications are even capable of teaching certain pupils. This is further compounded by the operation of separate departments in mainstream secondary schools for teachers with 'special' qualifications which enable them to teach 'special needs' pupils. It therefore follows that any theoretical discourse on special education will urgently require to make sense of these apparent contradictions, if inclusion is to

remain a central goal of special education. Consequently, the aim of this chapter, is to define inclusion as it is perceived in the late 1990s, and assess whether it deserves to remain a central goal of special education in Scotland or whether the ideal of full inclusion, has proved to be unworkable and now requires rethinking.

The concept of 'inclusion' as a different concept from 'integration.

It is important to recognise that the implications of inclusion are quite different from those of integration, the concept of which rose to prominence in the UK through the Warnock Report (267). Whereas the idea of integration was seen as preparing 'special' children to fit into a school which would remain largely the same as before, inclusion assumes from the outset that all children have a right to attend the same local school as their peers. Rather than helping special children to fit in (integration), inclusion means developing the work of the school in response to pupil diversity. An inclusive response from schools is far reaching in terms of its implications for a whole school management approach, the curriculum, classroom practice and professional development. In this sense, therefore, the concept of inclusion has an entirely different starting point from integration.

Inclusion can also be distinguished from integration in terms of its political and moral stance rather than' its outcomes in observable provision', according to Clark, Dyson, Millward and Skidmore. (268) Although there is a basic similarity between the ideal of a comprehensive school and an inclusive school in that both accept a range of pupil abilities, for inclusive schools, participation alone is no longer the ultimate goal of professionals. Inclusive schools require to see inclusive practices not just in terms of location, participation and efficiency but more particularly, in terms of the rights and empowerment of those with special needs. This means that the effectiveness and success of the inclusive school is dependent on teachers attitudes, values and politics and as such, this may explain to some extent why moves to promote inclusion are frequently resisted by teachers. (269)

Despite a lukewarm response from teachers, inclusion is seen by many as a preferable

alternative to integration which was mostly concerned with the location of young people with special needs. Among those who share this opinion are Ainscow, (270) Mittler (271) and Weddell (272). The notion of inclusion is becoming increasingly popular as a goal for special education in many countries such as Australia, Ghana, Hungry and China, (273) having been given further impetus by a UNESCO World Conference in Salamanca, Spain in 1994, which specifically examined how far special needs is part of the 'Education For All' movement and proclaimed inclusive practices as the way forward:

> We believe and proclaim that :
>
> Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning;
>
> Every child has unique characteristics, interests, abilities and learning needs;
>
> Educational systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs;
>
> Regular schools, with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire educational system. (274)

None the less, progress towards either integration or inclusion in Scotland has been slow, according to Julie Allan (275) with the proportion of children in special schools remaining virtually unchanged, whilst school exclusions have risen dramatically and

grouping by ability is increasing in popularity in mainstream schools (276). Whether or not this could be attributed to government policy in education or competitive models which marginalise those with special needs, the fact remains that inclusive practices do not appear to have caught on in British mainstream schools on the whole. The question which arises, therefore, is why has the widespread support for this movement (particularly amongst teachers) that many of its advocates envisaged, never materialised to any great extent? Perhaps the answer is that no educational argument for inclusion has been developed sufficiently.

The limitations of the inclusive schools movement.

One of the most obvious reasons is that special schools or classes attempt to make being at school a worthwhile experience for some pupils and as such, they provide an invaluable service. Learning experiences are not identical for every pupil, especially where they have vastly different learning characteristics and many teachers wonder realistically how much gain there is in terms of education when learning outcomes are considerably reduced and expectations low despite additional and often expensive resources and support teachers. It may even be the case that some of the so called 'integratory' practices that special educators have adopted, have unintentionally undermined efforts to develop inclusive practices. For example, attempts to make the ordinary school special, by adopting individualised assessments and systematic intervention programmes which fulfil legal requirements in terms of recording but do not fit easily with the ways in which mainstream teachers, particularly in secondary schools where whole class approaches are common, go about their work. Individualised approaches are, on the other hand, more commonplace in special schools where pupil teacher ratios are traditionally lower.

A second factor which has militated against the inclusive schools movement is that not all parents of children with special needs support the notion of inclusion. Clark et al, (277) for example refer to the Dyslexia lobby, who, far from seeking inclusive schooling, pursue a return to more traditional teaching practices. Similarly, Fuchs and Fuchs (278) draw attention to a similarly powerful group of parents in the USA acting

on behalf of young people with severe learning difficulties who do not advocate inclusive schooling or equitable distribution of resources. If different groups of parents want different goals, often at the expense of other groups who do not share their goals, then some form of compromise is necessary, although this could undermine the inclusive schooling movement. It would be a daunting matter to develop a coherent policy which reconciles the demands of certain powerful groups who want separate provision and additional resources (probably at the expense of other special needs groups), with the inclusive schools goal of equitable distribution of power and resources. What seems particularly ironic is that special classes and special schools offer precisely those qualities which are most valued by parents who are either willing or able to pay for private education eg. small classes and more individual attention.

A further instance of the differences which exist amongst those categorised as having special needs concerns those who are physically disabled. The highly influential Oliver has gone so far as to question whether able bodied commentators should be researching, theorising about or attempting to set the educational agenda for the disabled at all, given that the problem is (as he and other social constructionists perceive it) in the first place, that of the able bodied:

> The social constructionist sees the problem as being located within the minds of able-bodied people, whether individually (prejudice) or collectively, through the manifestation of hostile social attitudes and the enactment of social policies based on a tragic view of disability. The social creationist view , however , sees the problem as located within the institutionalised practices of society. (279)

Such a view, which has gained more support in recent years is again at variance with other 'voices' within the field of special needs in the sense that the goal of some groups of disabled persons or commentators is not to be considered as having 'needs' at all and to reconceptualise disability in terms of a 'rights' discourse the purpose of which is to celebrate disability and challenge oppression in the widest social sense.

Fourthly, as Barton (280) points out, the political reality of inclusion implies 'a different social order', or at least social reforms which might well come into conflict with other political values and goals. For example, how compatible is equitable distribution of resources with cost effectiveness, improved efficiency and raising attainment (potentially through setting)? To be inclusive, cost effective and academically challenging, whilst working with and responding to parents all at the same time, is challenging for schools. If they fail to live up to these ideals, then it is hardly surprising. Reynolds (281) studies also support this argument. He states that the emphasis on social values required to include students who experience learning difficulties might be at the expense of the academic output of the school in terms of exam results. On the other hand there are many who would argue that this is precisely what schools should be doing in order to achieve inclusive ideals. The setting and streaming approaches so highly valued by HMI (282) which favour more able pupils, could not be considered inclusive in any shape or form. Therefore, the issue of accommodating political values which come into conflict with other political values means that inclusive schooling faces immense practical difficulties unless it is redefined within much wider social and political reforms.

The case of young people with emotional and behavioural difficulties illustrates this clash of values particularly well and Sarah Sandow's work, suggests that this group are all too frequently:

> banished, not for their own advantage but in order to prevent interference with the 'efficient education of others'. The rising exclusion rates suggest that this practice is increasing. (283)

The conflict between notions of equality and excellence have proved particularly difficult to resolve in the UK as a whole, but in Scotland, where there is, as Humes and Patterson (284) state, an 'undeniable social hierarchy - in the Kirk, in business, in politics in sport and in the professions' the implementation of inclusion in its fullest sense in schools would surely imply a different social order or wider social and political reforms since it does not reflect past and present culture.

There is no doubt, however, that attempts to pursue inclusion in Scotland, and integration before it, have engaged teachers in a process of continuous appraisal of their curriculum, practice and organisation and produced a change in Scottish schools in which deficit or individualistic views of young people have been challenged. Barton notes a report by McPherson and Williams (Edinburgh University) presented to the American research Association which states that:

> Scottish comprehensive schools have become increasingly more representative of the community as a whole and social segregation has eroded fastest in the cities where it was previously most apparent. Examination results have improved and the gap in performance and achievement between working and middle class children has been significantly reduced. (285)

Given that the trend towards improving the gap between inner city schools has apparently reversed during the 1990s and become wider than ever, if the published league tables of examination results in cities such as Glasgow are compared to schools in other local authorities, the only (alarming) conclusion to be drawn is that the introduction and application of market models in education has been highly detrimental to inclusive schooling in Scotland and has reinforced social inequality. Perhaps, as Roy Hattersley suggests the reality of inclusion in Scotland reflects a Victorian philanthropy in the 19th century in that:

> Further acts of compassion and social justice might begin to disturb the accepted social order and the entrenched privileges of the establishment. (286)

If so, then schools may have contributed towards these inequalities and the need for wider social and political reform if inclusive schooling is to be effective is doubly underlined.

Towards a more inclusive approach in scottish education

Inclusion is, as Warnock states, a highly political issue, however it is one which commands widespread support both in Scotland and abroad, with many seeing it as the way forward for special education according to Mitler (287), Wedell, (288) and Allan. (289) Although the inclusive philosophy swims against the tide of current thinking in Scottish education such as attainment targeting and raising achievement, is it possible that Scottish schools can develop systems which respond effectively to the diversity of their pupils?

The whole school approach is concerned with reducing or minimising segregation of children into special schools according to Tony Dessent (290) and remains a most effective ally for inclusive practices in mainstream schools in Scotland with secondary schools expected to include clear, succinct written policies and guidelines coordinated at senior management and local authority level (291) with pupils having increasing access to a range of appropriate courses through more inclusive curriculum developments such as the 5 - 14 programme and Higher Still courses which are increasingly in operation in Scottish schools. Effective provision at the secondary mainstream stage is characterised in a way which is clearly intended to encourage and promote inclusive practices yet it is described in terms which place the main responsibility for its achievement with learning support teachers or specialists rather than ordinary teachers :

Characteristics of effective provision at secondary level:

The members of learning support services in secondary schools achieve their overall aim of assisting pupils and their teachers when: -
They operate within a sound school policy on supporting all pupils;

- they are supported and consulted by the senior management team who facilitate their work with departments;

- they have realistic remits;

- there are efficient systems for briefing all members of staff and

responding to requests for assistance;

- there is a recognised base from which to work; and,

- the levels of staff development and training are sufficient to consolidate and extend expertise. (292)

By describing the characteristics of effective provision in this way, HMI may have undermined the true spirit of inclusion (and Warnock's recommendation that the class teacher should have the main responsibility for pupils with special needs), mistakenly creating a barrier to its implementation by clearly implying that the responsibility for young people with special needs lies mainly with the specialist teacher rather than all teachers (including subject teachers). Absolved of the main responsibility for pupils with special needs, there is evidence to suggest that many subject teachers in secondary schools feel deskilled and will, more often than not, resort to the view that addressing learning difficulty is a job that they cannot do state Brown and Riddell. (293) Learning support specialists may also fail to sufficiently involve their mainstream colleagues in providing for a range of learning needs according to Scott. (294) One further factor which may have contributed to teachers unwillingness to accept full responsibility for young people with learning difficulties is the pressure in recent years for academic achievement and a shift in priority towards attainment as the main focus of school development.

Nevertheless, inclusion is still widely regarded internationally, as a highly desirable goal which UNESCO's Salamanca Agreement unequivocally couches in terms of human rights. No less than 88 national governments and 25 international organisations concerned with education, set out a rationale for inclusive education which also includes a section on policy and its implementation. In Scotland, the rights discourse has never really been a significant aspect of policy in special education. The most commonly adopted policies have tended in recent years to take the form of statements of principle or characteristics such as those in 'Effective Provision for Special Educational Needs' and 'Every Child is Special'

The Salamanca statement, however, gives more strength and coherence as well as a clearer rationale than ever before to inclusive education to which it is fully committed. It is also spells this out in terms which express this as its main goal:

> Every child has unique characteristics, interests, abilities and learning needs.
>
> Educational systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs;
> those with special educational needs must have access to regular schools who should accommodate them within a child-centred pedagogy capable of meeting these needs;
>
> Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all; .... (295)

There are two particularly notable features of this inclusive philosophy. Firstly, young people with special educational needs are not singled out as a distinct group or at least any more distinctive than gifted children and secondly, that inclusive schooling is seen as part of building an inclusive society, which has political implications. Inclusion does not stop once the young person has left the education system. It is therefore much more broadly social than integration and also more desirable in that respect. It also re-emphasises the point that any reform of special education which aims at increasing participation and access, has to begin with the reform of mainstream education and society as a whole.

Adding further weight to the inclusive education movement is a growing body of empirical evidence and theoretical literature to suggest that mainstream schools which adapt an inclusive philosophy and try to respond to pupil diversity have learned about

ways in which they can 'become more flexibly organised, more collaborative and more problem focussed' as a means of avoiding segregation or exclusion of some pupils (296).

Another problem for young people with special educational needs which inclusive education and the rights discourse might address is the tendency of professionals to speak on behalf of such children. (297) Inclusion, means that professionals must increasingly allow their clients voices to be heard instead of their own where possible, as Garner and Sandow (298) also argue. Although professionals claim to speak on behalf of their clients, Tomlinson suggests that representing the voices of others can sometimes have the effect of diminishing rather than empowering them. (299) What is important is that young people and their families are not alienated by powerful professional groups and their discourses and that as far as possible, every effort is made to encourage pupils to speak on their own behalf and participate in their own provision.

Conclusion.

The concept of inclusion means accepting and valuing the heterogeneous nature of learners. Thereafter, it requires a system of organisation, teaching strategies and resources to support this diversity. Such an acceptance raises a number of important questions which need careful consideration if inclusion is to remain central to the concept of special education: Are our schools capable of responding to diversity so that all children learn effectively? If so, what sorts of changes would be necessary if schools were to become fully inclusive, and how possible or likely are these changes?

The answer to these questions, however, must surely depend on what our vision of society should be and what kind of society we wish to create. Thus, it is difficult to consider inclusive education and the philosophy of inclusion, without considering its political implications.

Inclusion, it seems, is not just a question of resourcing, of effective management at all

levels, social groupings and teaching strategies. It would be difficult to enable all students within the present arrangement of schooling and therefore, reconstructing education and its aims in a broader sense, is the only real avenue for effective inclusion.Truly collaborative practices between learning support teachers and ordinary teachers offer much promise as only one possible means of enhancing the inclusive philosophy in Scottish schools, where as Brown and Riddell (300) state that, 'the practicalities of partnership between learning support and mainstream teachers have been given more prominence by government policy makers'. But more importantly, as Pamela Munn (301) states, we need to be much clearer about what we want inclusion to achieve, 'particularly in terms of the conceptualisation of learning difficulties and pupil attainments and how to translate this into practical classroom strategies.....'

There are clearly theoretical limits to inclusion, where it comes into apparent conflict with other values and therefore it cannot be regarded as a sole solution to the problems of special education. One key question which has not yet been addressed is the extent to which concept and policy should be based on an acceptance of the differences between so called 'normal' pupils and those with special needs or whether all pupils in an inclusive school should all be regarded as equal? In other words, to what extent do differences need to be recognised for the purposes of securing additional provision without denying young people their basic human rights?

Accepting that there are moral, political and economic self interests, if all of those concerned with special educational needs in Scotland can at least agree on basic values, it should be possible to continue to regard inclusion as a central aim of the field as a whole. As Ballard states:

> We cannot put people away from ourselves any more than say, environmentalists have shown, we cannot throw something away. There is no *away*. We live in complex inter dependencies with the planet we inhabit. Whatever we do, whatever is done, includes us all no matter what strategies we may use in an attempt to distance and isolate ourselves. Actions that exclude and diminish others, exclude and diminish ourselves. (302)

CHAPTER 6

Categorisation: Formal acknowledgement of need or stigmatising label?

The dilemma of how to ensure that local authorities and schools provide effectively for young people with special educational needs without emphasising their separateness, has continued to dog policy makers and professionals in the field since Warnock (303). The terms 'special education' and 'special educational needs' are in themselves commonly used to categorise young people with physical and sensory impairments, learning difficulties, emotional and behavioural difficulties and specific learning difficulties in Scotland. Yet, as Booth (304) points out, these terms in themselves imply exclusion or at least, that there is a division to be drawn between 'normal' and 'less than normal learners'. The Recording system, regarded by Warnock (305) as a system which would preserve the advantages of categorising whilst avoiding stigma has failed to provide an adequate solution to this problem.

Throughout its history, categorisation has been central to the philosophy of special education in Scotland (See statutory handicaps as outlined in section 62 of the Education (Scotland) Act of 1962 and yet it remains unpopular, arguably because Warnock's abhorrence of it (306) and expressed determination to 'eliminate it' has influenced professional opinion to the point where, unwillingness to categorise children has created dilemmas for local authorities deciding who to record. For example, section 62 of the Education (Scotland) Act, 1980 vaguely outlines who should have a record of needs as 'children whose needs are pronounced, specific or complex.' (307) But is it possible or even desirable to conceptualise special education without categorising pupils? An attempt to provide a response to this question will be the main focus of this chapter which examines the arguments for and against its retention.

Categorisation: the only realistic approach to addressing 'educational failure'?

It has been argued that categorisation need not always be seen as negative labelling and in some cases, a focus on categorised pupils can be part of an attempt to advocate the rights of those concerned. It can also be necessary for the provision of appropriate services. Jeff Bailey (308) has shown that the recognition of the particular support that some students need is an essential part of a response to diversity that accepts and celebrates difference. Bailey cites the case of AD/HD pupils who cannot get what they most need in order to make educational progress, without medical diagnosis.

Whilst it is true that appropriate medical responses, teaching and resources often depend on some form of diagnostic labelling, it has also been shown that over-dependence on a system, such as in the USA, where the relationship between categorisation and support is very marked, can actually as Booth and Ainscow (309) suggest, encourage the 'creation and extension of medical labels for educational difficulty' and consequently, result in competition for funding amongst the different categories.

In Scotland, however, where the allocation of resources and support varies from one local authority to another, there is an established tendency to allocate extra resources to pupils whose special educational needs have been diagnosed and recorded as outlined in the widely implemented 'Every Child is Special' policy (310) which advocates 'positive discrimination' (Para 2.1) as the first of its key principles and encourages the effective targeting of staffing (para 4.2.5) and resources (paras 4.3.1) and (4.3.2) towards individuals 'for pupils with special educational needs' (Para 4.3.1). As such, there is little question that children who have been categorised have priority when the limited resources available are allocated. In addition, the legal significance of the long term educational strategies and subsequent monitoring and reviewing arrangements for young people whose special needs have been recorded, (311) also places an obligation on teachers and professionals to prioritise recorded pupils for specialist support and resources. In the eyes of many parents and teachers, therefore, official categorisation has its advantages. As Allan et al (312) state, success for some parents is quite simply acknowledgement by professionals 'that their child has a particular problem hitherto unidentified'.

Secondly, some categorisation is necessary, particularly in the case of physically disabled pupils, so that teachers and can recognise and address the difficulties that such pupils are likely to face. Failure to do so, according to Paul Abberley, may lead to negligence:

> There is a fashionable .....literal reaction to the negative stereotyping of people with disabilities which is to deny all differences - similar to the assimilationist perspectives in race relations and thus similarly devaluing and denying the authenticity of an impaired person's experience. (313)

Abberley convincingly argues that this perspective leads to neglect and inaction by professionals and, as such, it benefits impaired persons even less than negative labelling. Special kinds of service for example, special needs auxiliary support and special resources eg. the use of low vision aids, wheelchairs and radio aids can be labelling in themselves because the majority of pupils in a mainstream school do not require them, yet without such arrangements and resources, it would not be possible for some young people to remain in mainstream schools. Acknowledgement of the physical aspects of impairment is necessary for inclusion at least in the locational and functional sense and as such, they cannot be understated. Categorisation also assists learning support teachers in prioritising support and helps other teachers to make sense of the role of learning support teachers, according to Brown and Riddell (314) particularly in mainstream schools. This of course begs the question, is it at all possible to have inclusive schooling without categorisation?

According to Soder (315), supporters of non-labelling ideology are misguided sentimentalists who fail to understand that 'social reality is embedded in a structure' and that 'ascription of social meaning goes on in all social life.' Like Abberley, Soder describes the non-labelling approach as denying the facts and experience of disability.

Oliver (316), on the other hand, sees categorisation as an inalienable right and criticises linguistic attempts to 'deny the reality of disability' by referring to disabled people as 'people with disabilities'. Similarly, 'linguistic denial' in the form of vague terminology

used in the Education (Scotland) Act 1981, referred to earlier in this chapter and The Warnock Report (317) and a more recent attempt to conceptualise special educational needs in Scotland (318) have all been criticised for similar reasons. At any rate, there is little or no research evidence to suggest that providing an innocuous rather than a frank description of an impairment or learning difficulty leads to any improvement in the situation of the individual concerned. The problem about labelling or categorisation which Warnock acknowledged but never managed to resolve, however, remains essentially the same: how do you safeguard the rights of children to an appropriate education, suited to their abilities and aptitudes, without imposing a negative label?

Attempts to address this problem have frequently failed, because of a tendency to fudge the issues which generally results in the creation of inconsistency and confusion. In Scotland, the 5 -14 Curriculum Programme uses a description of pupils learning needs as a move away from labelling or categorisation. The result, instead, is inconsistency and confusion.

Sally Brown, (319) for example, is justifiably critical of the uneven and, at times, vague way in which learning needs are defined in the 5-14 programme. English language and Environmental Studies identify particular categories of need ie. 'very able','physical difficulties', 'sensory impairments', 'specific learning difficulties' and 'moderate learning difficulties'. Yet, in contrast, the guidelines for other areas concentrate on the nature of difficulty that pupils may encounter. Maths (320) makes no reference to categories of pupils and other guidelines such as Expressive Arts (321), Personal and Social Development (322) and Religious and Moral Education (323) do so only in passing. Also, some subjects placed emphasis on difficulties likely to be encountered:

'written instructions too difficult to read' (Maths)

'The underlying concept may not be fully understood' (Maths)
'Difficulties in understanding and explaining abstract concepts.' (Religious and Moral Education).

whilst others such as Expressive Arts placed emphasis on the advantages for pupils with special needs participating - and yet others give specific advice on how to address the particular problems of special educational needs pointing to modification and sub-division of materials and the use of technology to ease pupil access. Attempts to dilute or minimise categorisation are rarely if ever successful.

Non labelling ideology.

Booth and Ainscow (324) argue that categorisation has in itself often contributed to the process of exclusion and it is not difficult to see how labelling can become exclusionary in nature.

One of the less fortunate aspects of labelling is that blanket categories tend to be applied to groups of young people amongst whom there is much diversity of ability. This can be dangerous because it may distort teachers perceptions of pupils' ability. For example, there is a very wide range of learning abilities amongst young people with Downs Syndrome, although many teachers will mistakenly take it for granted that the entire category will have learning difficulties. Psychologists frequently use the terms 'moderate learning difficulties' in their assessment of young people based on psychometric testing, and yet the predominance of young people labelled in this way coming from poor, disadvantaged or ethnic minority groups suggests that social factors and not just learning difficulties are the cause of educational difficulty. (325)

In addition, the concept of a continuum of educational difficulty which implies that learning difficulties can be arranged in degrees of difficulty is also misleading. In Scotland, the idea of a continuum of special educational needs which require to be met through a range of provision from severe to mild learning difficulties is underlined and reinforced by SCCC (326). Yet the document takes little account of the real diversity which exists within categories, nor does it consider the needs of pupils such as those with specific learning difficulties. It has been argued, that such pupils are often more intelligent than others with global learning difficulties and do not fit easily into a continuum model of educational difficulty. It seems clear therefore, that simple models

of categorisation and continuum do not adequately reflect the range and complexity of educational difficulty, particularly within categories. As Warnock acknowledged:

> However carefully a scheme of categorisation is drawn up, there are always likely to be some children in need of special educational provision who will be excluded because they do not fit into any of the categories. (327)

It could also be argued that categorisation encourages a return to a child deficit model of educational difficulty.

In Scotland, the allocation of groups to diagnostic categories is often seen as a precursor to appropriate resources or forms of support. This will be regarded favourably by parents, but devolved management of resources and finite budgets has put pressure on schools to focus on those officially allocated to categories such a pupils with a record of needs. Teachers' representatives have argued that this individualistic focus means that other groups of young people are neglected and worse still, that categorisation assumes that the problem is the child's, a view of educational difficulty from which special educational needs policy has continuously strived to move away:

> ..... the SOEID and education authorities are encouraged to develop policies on learning difficulties which assume that the difficulty inheres in the child so that resources can be directed to him/her. (328)

Once categorised, it is unlikely that an assessment will be contested and thus it becomes disempowering and very often a self-fulfilling prophecy. Richard Reiser (329) for example, a former polio sufferer, describes how he and his family disproved a professional categorisation which stated that he would be unable to walk or use his right arm and forcing him to adopt a 'super cripple stance and attitude' and yet his parents succeeded in bringing him up 'to use them very effectively.' Here is another negative aspect of labelling young people with special educational needs. How does one avoid defining the characteristics of a disability or special educational needs without

ascribing them to the whole person so that all of his or her other characteristics become synonymous with the disability?

As a result of categorisation, anti-labellers may argue that there is a danger that pupils may be treated uniformly by teachers (who may also regard themselves as ill-equipped to adress their problems), negatively stereotyped and a particular view of them may be reinforced through exclusion from mainstream education, so that they inevitably and eventually conform to others expectations of them.

Conclusion.

Any analysis of the issue of categorisation will show that we should not attempt to dispense with all the characteristics of educational difficulty since, as Booth and Ainscow state, it is more likely that the negative connotations of some of the labels may have an 'exclusionary' effect where they put a child in a category which is loaded with social meanings and negative preconceptions and:

> ..... particularly if they accentuate difference, distort perceptions of identity and in amalgamating a variety of students , mislead teachers and others about how students learn, what they should be taught and by whom. (330)

This is particularly applicable in the case of the young person with mild spelling difficulties who may be mistakenly labelled as dyslexic as a result of parental anxiety over his or her progress, or the pupil who has some difficulty in concentrating and is subsequently categorised as having Attention Deficit Disorder when, in fact, there may be social reasons for manifesting certain behaviour patterns. In these cases, the effects of labelling could be considered negative because they are misleading and draw attention away from the real issue. This is why Brown and Riddell (331) are correct when they argue that consumerist approaches are dangerous, since they may well promote a view of the legitimacy of a particular category of pupil and the extent of their abnormality, which is inaccurate.

Not all forms of categorisation involve negative labelling and there are some cases, particularly involving young people who have physical or sensory impairment where it makes no sense at all to avoid recognition. A focus on recognised needs can be part of a positive attempt to enhance the participation of certain young people as well as others' understanding of their experiences. In addition, such an approach can give teachers and other professionals a much clearer focus than they have under the present system. As Elliott states:

> If we do not quite know what we are looking for, or why, it is not surprising that the methods we use to achieve this nebulous end-result are both ill-defined and diverse. They are likely to be subject to professional fashions , and, without a clear rationale underpinning them, likely to be subject to mass fluctuations in usage and popularity. (332)

Elliott is clear that not only do we need categories but we also need a vocabulary or 'taxonomy' which allows us to describe and define groupings within these categories.'(333). In particular he refers to the case of specific learning difficulties where he advocates an agreed definition which carries weight in law. He argues that unless a major attempt is made to resolve the situation in the UK, 'the present debates and even conflicts between professionals seem set to continue' and more importantly, the 'lion's share of resources will continue to go to young people whose parents are articulate enough to fight their corner. Elliott has a point. Just because some local authorities and policy makers refuse to acknowledge specific learning difficulties as a discrete group with distinctive needs does not mean to say that the difficulties experienced by these children are not genuine.

At any rate, It would be most interesting to investigate whether mainstream learning support teachers and local authorities regard the abolition of categories as helpful to young people with special educational needs, or whether they would favour more specific categorisation, particularly since the blurring of distinctions between children with special needs and others may be used as a justification for failure to provide appropriate resources. Barton and Tomlinson (334) have also expressed scepticism

about the benefits of non-labelling because of the tendency of policy makers and local authorities with wider considerations of a political social and economic nature to control expenditure at the expense of young people with special educational needs.

Almost worse than any of the overtly negative aspects of categorisation, however, are the attempts to blur special educational needs linguistically. As discussed earlier in this chapter, attempts by policy makers in Scotland and elsewhere, to water down learning difficulties and disabilities linguistically, whilst retaining categorisation officially for the purposes of recording, have merely resulted in inconsistency and confusion and inadvertently encouraged a belief that there must be something shameful about these conditions. Such practices are not inclusive by any means and take no account of the views of those with disabilities, impairments or learning difficulties.

Perhaps part of the reason why this issue has been so difficult to resolve is that too little attention has been paid to the opinions of those who experience labelling and too much attention given to the more dominant professional discourse on this matter. As far as possible, those who have been categorised should be given the opportunity to articulate their wants in this respect. Although there is no guarantee that this will accurately reflect the perspective of all of those categorised, it would at least be a step on the road to empowerment. Categorisation in this sense could enhance inclusion.

CHAPTER 7

Equity, entitlement and rights in special education: have egalitarian policies outlived their usefulness?

Equity has almost become synonymous with rights and entitlement as a key principle associated with special educational needs. (335) Organisations in Scotland such as the Equity Group (336) also work towards empowerment and self-advocacy for children with special educational needs, underpinned by a commitment to inclusive education. Its main aim is to promote entitlement to inclusive education as a civil rights issue. The politicisation of disability and the work of other campaigning groups who know how to work a consumer-led system may, at least in developed countries, have advanced the civil rights agenda of some groups within special educational needs. As Corbett states:

> Entitlement to services is an equality rhetoric but, as part of a consumer-led impetus, it is a market concept. Knowledge is power and without an astute awareness of how to work the system, entitlement is an elusive value. (337)

Whilst it is undoubtedly possible with additional resources and structural adaptations to buildings to include many young people with special needs in mainstream schools, particularly those with disabilities, this may not mean that the young people concerned will be recognised as having equal rights and be regarded as being of equal value; nor will it necessarily change discriminatory attitudes towards young people with special educational needs. There is also, as Allan, Brown and Riddell (338) state, 'a plurality of voices among the disabled and able-bodied' and therefore, there is no advantage for the field as a whole in focussing solely on the rights of disabled people to 'articulate their wants rather than their needs'.

What, also, of children (and parents) who cannot express rights, choices and opinions such as those those who are socially disadvantaged and those with learning difficulties? Should equal rights issues continue to be regarded as central to the development of

special educational needs or have such values, more commonly associated with seventies legislation, reduced the field to a campaign on behalf of the disabled to the exclusion of other groups?

Equity and entitlement: outdated concepts?

Equity, according to Chambers dictionary, (339) is a 'right as founded on the laws of nature: moral justice of which laws are the imperfect expression.' When applied to special educational needs this definition very clearly connects equity with moral rights and therefore has clear implications for the way in which the field is conceptualised. Equity in this case could be interpreted as freeing young people from prejudice, deficit-based and discriminatory attitudes and approaches to special education. Although apparently simplistic in concept, the highly complex nature of special educational needs makes this objective difficult in practice.

Additional or alternative support in education and the mere recognition of diversity may not be sufficient in themselves to redress the disadvantages faced by some young people, particularly where life opportunities are limited through social disadvantage and learning difficulties. To date, policies of compensatory opportunity and redress for low achievers in terms of resources, has, in most cases, amounted to little more than ' a cosmetic and rather short term advantage' according to Tyler, Dyson and Gains, (340). Bownan also suggests that:

> We simply do not know how to produce equality, short of some horrendous policy of negative discrimination against the able. (341)

In fact, the impact of educational treatments as against individual differences in ability, motivation and social background appears to be minimal as Bernstein (342) argues, when he suggested that schools cannot compensate for society.

Add to this the issue of cost-effectiveness for additional resourcing and 'intensive treatments' and the question clearly arises as to whether the principles of equity and

entitlement are values worth retaining where expensive allocation of resources to very small groups of pupils yields poor results. Surely alternative support for its own sake benefits no one, least of all the young people whose life prospects it is supposed to enhance?

In 1978, an HMI progress report (343) highlighted particular problems in mainstream secondary schools, where pupils were repeatedly withdrawn from subject classes for individual tuition. This, in turn, affected the child's performance within the subjects concerned and so, absurdly, one form of entitlement negated another.

Ironically, twenty one years later, the same individualised practices which were deemed to fail children are more commonplace and encouraged than ever, through the promotion of individualised education programmes (344). Warnock identified part of the problem as arising because of the difficulty in identifying precise forms of support which do enhance attainment amongst individuals (345). In truth, however, such initiatives take time and money and secondary schools have failed, according to Munn (346) because of a tendency towards 'quick fix' solutions to problems through understaffing and resourcing. In particular, they have failed with a substantial number of pupils with learning and/or social emotional and behavioural difficulties. Yet the problem is not just one of underresourcing. As Evans states:

> What is clearly absurd is that one social institution, the school, amongst the many by which children are influenced, is now seen to bear the entire burden of responsibility for children's poor response, low motivation, truanting and ultimately, alienation. (347)

Problems of underachievement such as those described here require to be viewed within a wider social context. Educational underachievement is a complex phenomenon requiring complex solutions involving a range of social institutions only one of which is the school. Learning support in the form of separate or individualised programmes will not provide the means of addressing the problems of those children who are simply not conditioned to education because of their social circumstances. They may, however,

if implemented effectively, assist some young people towards the achievement of essential skills for living.

Halsey also supports this argument by suggesting that the reason for the failure of egalitarian policies in addressing educational underachievement is because the problem lies beyond the school and even perhaps in egalitarian theory itself:

> The essential failure of twentieth century history is that egalitarian policies have failed. Liberal policies failed basically on an inadequate theory of learning. They failed to notice that the major determinants of educational attainment were not schoolmasters, not curriculum but motivation, not formal access to the school but support in the family and the community. (348)

But perhaps the strongest argument against entitlement which does not take account of social disadvantage comes from Baroness Warnock, who bitterly criticised the Committee of Inquiry into Special Education of which she was chair from 1974 until 1978 for not counting social deprivation as in any way contributing to educational needs:

> Looking back on the days of the committee, when everyone felt that a new world was opening for for disadvantaged children, the most strikingly absurd fact is that the committee was forbidden to count social deprivation as in any way contributing to educational needs. And the distinction is actually incorporated into the 1981 Act. (349)

As Warnock states in the same article, the very idea of such a separation now 'seems preposterous' and yet, in Scotland, a situation remains where children without records of needs but with identifiable educational needs which could be met successfully, are liable to be simply overlooked because many local authorities simply cannot afford to provide the additional teaching resources and support required. According to Warnock, local authorities, in general, have resorted to 'listing a child's needs according to what they can afford. Provision for special educational needs, it now seems, cannot be

determined by need, virtually regardless of cost and such depressingly common approaches to 'addressing' special educational needs make nonsense of genuine entitlement as well as Warnock's concept of special educational needs. Interestingly, she concludes by suggesting that 'it is time to rethink the whole concept of special needs'

Finally the problems of who has entitlement and where does entitlement begin and end - discussed at greater length elsewhere in chapter two - have bedevilled the field for some time, given that recent trends in Scottish education (350) have upheld the rights of all young people and not just those with special educational needs to an appropriate curriculum greatly increasing the potential numbers of pupils who could have an entitlement to additional support and/or resources. Consequently, pressure on limited resources is greater than ever. In secondary mainstream schools this often means entitlement to a small amount of additional support in the lower secondary school and continued support further on if the pupil concerned has a record of needs. In short, in Scotland, entitlement begins and ends, it seems, with the resources available. The aforementioned factors have raised questions about the validity of entitlement.

In defence of entitlement.

Just because a system is imperfect does not mean that genuine needs which require to be addressed, do not exist. Corbett (351) suggests that in the developed world, entitlement has probably suffered from its association with the right to additional resources. In Scotland, individual need is the basis on which resources are allocated and entitlement lies at the heart of legislation. Recent policies involve setting highly individualised targets within individual education plans. (352) And yet, without that protected provision, based on entitlement and the right to an appropriate education, there is as Simmons (353) suggests, the possibility that support for the most vulnerable members of the community would depend on the support of politicians. Removal of the legislative aspect of entitlement could - in times of recession - lead to local politicians and counsellors determining what is available rather than what is needed. An end to legal entitlement could make life easier for many local authorities since, in many

cases, it is only through the existence of this legal framework that many parents are able to access very necessary provision for their child's needs. As Simmons points out, 'what advocates often do is remind local authorities of their legal duties to children' so that they do not become 'casualties of political expediency.' (354).

Another successful aspect of entitlement, according to Ingleses (355), has been the widespread practice of differentiation in mainstream schools. Ingleses claims to have clear evidence from her own research on differentiation of the curriculum, that according to special needs teachers, this approach is a most effective means of helping pupils with learning difficulties. The survey also regards individual teaching approaches as being most likely to ensure progress for young people who were failing to reach the appropriate attainment level for their stage. Notably, however, the survey concerned did not consult with the young persons concerned.

Additionally, the concept of entitlement also articulates with national and European special needs policies and legislation such as the Salamanca Statement (1984) and the Children's Act (Scotland) (1995) which set out a framework designed to protect the rights and entitlements of young people with special educational needs in a culture where the focus is on technological advances, market competition and the survival of the strong. Such values can leave behind those who cost money and in a culture of competitive individualism, it is possible for those who are not perceived as successful to become invisible or left behind. As history has shown time and time again, we ignore the needs of the marginalised at our peril.

It is also clear that, in Scotland, existing curricular arrangements do not provide sufficient flexibility for pupils whose difficulties are not severe enough for them to have a record of needs. Charles Weedon (356) states that SOEID statistics show that a higher proportion of secondary than primary pupils are educated in special schools and that placement in special school often happens at the point of transition between primary and secondary sectors'. Such decisions to remove a child from mainstream education are likely to be made because of the lack of resources necessary to sustain that child in secondary education. The fact that such decisions will vary from one local

authority to another shows the need to maintain some centralised access to entitlement.

Finally, Brown and Riddell argue that there has always been a culture of positive discrimination by Scottish local authorities, in favour of schools in deprived areas, even though it is likely that support for pupils in deprived areas has been adversely affected by devolved school management of resources:

> ....it seems likely that control will move more into the hands of schools, that cooperation with other schools with more deprived populations than one's own will not be popular (though SEN expertise in disadvantaged schools could be valued) and that the social equalising function that education authorities have been able to fulfil will not be easily overtaken by, or attractive to, individual schools. (357)

Recent media focus on the apparently widening gap in pupil attainment between schools in areas of deprivation and other schools has given much cause for concern. But if there is little evidence to suggest that approaches involving positive discrimination (a form of equity) have done little to redress the imbalance between schools in rich and poor areas, the absence of central initiatives of any description attempting to close this gap is a matter of even greater concern.

Conclusion.

Entitlement as a principle has always suffered from one fatal weakness: lack of clarity within the broader concept of special educational needs. Issues about the form that entitlement should take, who is entitled and when entitlement should begin and end have all become arbitrary concerns determined by the amount of money local authorities have at their disposal.

Teachers themselves appear to have very little confidence in it. Pamela Munn (358) has reported on pessimistic beliefs amongst Scottish mainstream secondary school teachers in the 1990s, that pupils with learning difficulties - the largest group of pupils with

special educational needs in mainstream secondary schools - will never overcome their difficulties even with learning support.

Special needs education is currently at a crossroads and as Mittler (359) states, 'the time for rhetoric about entitlement and a curriculum for all is over.'

Commitment to an egalitarian vision of entitlement to an appropriate education, however morally correct, cannot escape the criticism that it often fails because it is based on a lack of acceptance of differences amongst young people and that tries to 'normalise' young people who are socially or educationally different by attempting to transform their performance and behaviour in line with other so called 'normal' pupils (360). The solution lies, perhaps, in a reconceptualisation of special education as a whole. As Weddell states:

> An education system which claims to meet the learning needs of all children and young people surely has to be predicated on the fact that they are all different . (361)

If an education system recognises and values diversity, the problems of deciding who is entitled, what form entitlement should take and when entitlement should begin and end would largely disappear.

CHAPTER 8

Description of data: An overview

> Daring as it is to investigate the unknown, even more so it is to question the known. (362)

Before progress can be made in resolving the tensions associated with special education, descriptions of the phenomenon as it exists may be obtained by means of descriptive research. The reason for this is clear; we need to question the status quo in order to understand these tensions before we can improve provision. As Lovell and Lawson (363) state, 'There is a need to uncover something of the nature of the factors which brought about this present state of affairs or contributed to its continuance.' Descriptive research should also seek to establish the extent to which underlying factors exist in given situations and attempt to estimate their relative importance. Although research of this nature will not provide solutions to the problems which exist in special education, it may allow for the gathering of information which serves as a basis for future research. This chapter, therefore, is concerned with describing the process of collecting and analysing data in order to describe conditions that exist in special education, beliefs and attitudes that are held and trends that are developing in special education on the basis of data collected.

Although interviews with key personnel were carried out as a means of addressing the above issues, the survey has been selected as the prime means of collecting data for this purpose. Surveys are one of the most commonly used methods of descriptive research in education, mainly because they permit the gathering of data from a relatively large number of cases simultaneously, although the survey does not aspire to develop an organised body of knowledge. In the case of this research, it provides, according to Cohen and Manion, the best means of describing and comparing prevailing conditions in special education:

> Typically, surveys gather information at a particular point in time with the intention of describing the nature of existing conditions, or identifying

standards against which existing conditions can be compared, or determining the relationships that exist between specific events. (364)

The stages in the research process are described as follows:

Part 1 (Review of the literature)

A literature review on the concept of special educational needs was undertaken, focusing on Scotland but incorporating literature relevant to the UK and other countries, where appropriate. This involved an analysis of the historical and political origins of conceptual difficulties in order to provide an illuminating overview of the field's development in Scotland. Secondly, an investigation into alternative models of special education and postmodern attempts to reconceptualise special education was carried out for the purposes of establishing likely future trends in the field. Finally, an analysis of each of the main issues in the field including categorisation, inclusion, entitlement and rights as to their origin and usefulness in terms of the field's current and future objectives was undertaken so that it was possible to compare these issues and objectives in terms of their value and relevance in the eyes of modern stake holders in the field.

Part 2 (Pilot study Jan-March 1999)

A pilot was conducted of 6 secondary schools within one local authority and questionnaire responses were analysed for appropriacy. 8 questionnaires were issued to each school: 2 for learning support staff, 2 for subject teachers, 2 for parents of recorded pupils and 2 for recorded pupils themselves. All 6 schools were contacted by telephone in advance and this produced an excellent response with 5 out of the six schools responding in full. Some changes with regard to the wording of questions were made on the basis of the responses from learning support teachers who had key responsibility for administering and collecting questionnaires in the pilot local authority. Once questionnaires were returned, all responding schools were contacted directly by telephone for comments on the appearance and accessibility of the

questionnaires and adaptations made according to their observations. Although financial considerations restricted a similar approach in the wider survey, this proved to be a very effective means of evaluating the wording, appearance and layout of questionnaires. Questionnaires returned from the main survey would receive a follow-up letter requesting comments and thanking the respondents for their support. Where schools did not return the survey, a follow-up letter would serve as a polite reminder.

Part 3 (Key informant interviews/ October 1998 - October 2000)

Eighteen key personnel with knowledge of policy and practice at national level, education authority level and school level were approached for interview. These included representatives from HMI, local authorities and parent and pupil representatives. The purpose of these interviews was to establish the degree to which those who influence policy share the same perceptions as those who implement it. It was also hoped that this particular group of respondents would be able to shed some light on future trends in special educational needs since the majority were involved to some degree in future developments and policy making.

Part 4 (Questionnaire survey/May - October 1999)

Representative samples of the national population were selected on account of their involvement with special educational needs and their ability to relate their perceptions of special educational needs. The samples were selected from willing local authorities in the north, south east and west of Scotland with urban and rural representation. The groups concerned were: learning support teachers with at least a year's experience of working in a mainstream secondary school learning support department; a range of secondary subject teachers with experience of teaching recorded pupils within a common mainstream secondary school curriculum; a range of parents of recorded pupils attending mainstream secondary schools and a range of recorded pupils attending mainstream secondary school. Questionnaires could be enlarged or completed with the help of a reader and scribe. The model applied to design, layout and administration of questionnaires was Bell's 'Questionnaire Checklist' (365)

The questionnaires - containing basically the same questions for each group on issues in special educational needs for each group to be used for comparative purposes and modified in the case of parents and pupils - were intended to seek information on how each perceived educational difficulty; how the role of learning support teachers is perceived; which support systems are most effective in supporting young people with special educational needs; who or what most influences how learning support operates in mainstream secondaries; which of the current models eg. psychological, individual, medical, best describes current practice in the school concerned; whether special educational needs requires to have a theory of its own and if so, which values should underpin that theory. In addition, respondents were also asked for their views on categorisation, entitlement and rights, inclusive schooling and how they viewed future trends in the field.

It was clear from the pilot study that advance personal contact with schools regarding willingness to return questionnaires had distinct advantages (366). The response from all recipients in the pilot group was generally high with 4 of the 6 schools responding in full. However, due to time and financial constraints it was not possible to extend this approach to the main survey although contact with known sources and colleagues led to a higher response in some local authorities.

Part 5 (Detailed analysis of responses and implications for redefining special educational needs in the future).

The final phase of the study involved a detailed analysis of the response to parts 1, 3 and 4 which provided detailed information on the stake holders' perceptions of special educational needs and the extent to which all of those groups involved in special educational needs, including policy makers, mainstream secondary school teachers, learning support teachers, parents and pupils, shared the same perceptions, fundamental values, principles and goals. This was useful in so far as it provided a guide and source of information to those involved in policy making in special educational needs as well as to practitioners, decision makers in schools and local authorities.

Secondly, a careful analysis established the degree to which specific issues in special educational needs remain valid. These issues include: categorisation, the continuum of special educational needs, inclusion, rights and equity. This will also be valuable to policy makers in establishing new issues and objectives in special educational needs as well as establishing which principles and objectives are no longer considered useful by those most involved.

Furthermore, it indicated the extent to which there is a concensus that practice in special educational needs would benefit if the field had a theoretical framework or analysis of its own given the fact that it commonly borrows from other disciplines such as psychology and sociology (367). For critics in the field in particular, it may be useful to know if practitioners and those most involved would prefer to have a solid theory to reinforce their own practice.

Finally, it is also possible to explore how those most connected with special educational needs envisage future trends in the field, particularly in relation to secondary mainstream schools. How will special educational needs develop beyond 2000 and what will be the key issues? In particular, the terminology associated with special educational needs has always been a problem. What should 'special' mean? Has the term outlived its usefulness? What should replace it? Perceptions on these questions are interesting for all of those involved with the field, although it is of special interest to researchers and thinkers in particular. More particularly, there seems little point in undertaking a study of this nature without some attempt to provide a useful and hopefully, illustrative indication of how special educational needs may be more helpfully redefined or, at the very least, realigned to increase its usefulness to the ongoing process of improving the quality of life for youngsters with special educational needs in Scottish schools in the future. This is, after all, central to the purpose of research as a whole. As Okakura stated:

> We live in a relative universe and it has been said that relativity seeks adjustment; that adjustment is art; and that the art of life lies in a constant readjustment to our surroundings. (368)

Key considerations arising from the pilot study.

There were three potential difficulties with regard to the use of questionnaires with recorded pupils. Firstly, the pilot follow up telephone call to responding schools showed that teachers were inclined to select those pupils whose parents were most likely to agree to their child completing a questionnaire as parents' permission must be sought before researchers of any description can approach pupils in Scottish local authority schools. However, since all parents were at liberty to refuse permission for their child to participate in the survey and there were no specific type of parents representing any one group who were inclined to refuse permission, the sample obtained was thought to be representative of the population as a whole.

Clearer information was also required for schools on how to administer questionnaires to pupils with language or visual difficulties so as not to exclude any particular groups of mainstream pupils. In the pilot study it was not clear as to whether learning support teachers could read the questions and/or scribe pupils' responses if required. This was clarified for the main survey and in addition, enlarged or brailed questionnaires were permitted for use when and as necessary. Alternative approaches involving, for example, the use of a reader and scribe, are best carried out by a familiar adult. Such alternative forms of communication are commonly used in mainstream secondary schools as strategies for accessing the curriculum for pupils with special educational needs or as special arrangements for SQA examinations. Since most pupils attending mainstream secondary schools are able to function at a reasonable level and the contents of all questionnaires were first vetted by local authorities, approval had been granted in all cases for the head of learning support in the schools concerned to administer the questionnaires.

A further consideration concerned the obtaining of questionnaires from parents. Although mainstream secondary schools provide a useful and ready-made framework from which to draw responses from learning support, subject teachers and pupils, obtaining parent responses was likely to be more difficult since it involved prevailing on a key person in each school approached such as the head of learning support who

would then require to approach parents and collect their responses on behalf of the researcher. As stated earlier, the most inaccessible group of respondents was likely to be parents given that that schools do not provide a ready framework for access in the same way that they do for teachers and pupils. Achieving a good response from parents was considered important in this research. Therefore steps had to be taken to avoid both a potentially low reponse and to ensure that parents of varied socio-economic background were included in the survey. Parents from areas of disadvantage are potentially less likely to repond to surveys or state their case than parents of middle class children according to Brown and Riddell (369). To this end two volunteer home support and tutoring organisations for young people of secondary age with special educational needs were approached for assisance in two local authorities with designated unemployment 'blackspots'. These organsations were carefully selected to avoid bias in favour of any particular category of special need, for example, dyslexia. Both also provided direct access to parents of young people with special educational needs living in areas of multiple deprivation.

It was considered important in this survey that a minimum sample of responses from each of the four stake holder groups was achieved so that it was representative of the population under survey as a whole. This meant that a fairly sizable number of responses, 50 per group was sought for comparative purposes. Local authorities receive a large number of requests from researchers and ethical considerations meant that permission required to be sought from local authorities, prior to approaching schools. Progress with research naturally depended on enlisting the support of local authorities. Although the majority responded fairly quickly it was (following the pilot survey)evidently more helpful if a small number of schools could be approached in advance of local authority contact for at least initial agreement as proof of interest in the project and willingness to cooperate. Local authorities who naturally wished to protect their staff from unnecessary additions to their existing workload may be persuaded if schools within their authority have already stated an interest in a particular research project.

Data description: An overview of approaches selected: breadth and balance versus depth.

This survey contains a broad spread of schools and local authorities as participants in the survey rather than a focus on for example three local authorities and its schools in depth. This was mainly due to the unevenness of recording patterns amongst local authorities in mainstream secondary schools. Recorded pupils can be thinly spread in some areas and concentrated in others. Some local authorities had fairly high numbers of pupils with Records of Needs whereas others had recorded less than 1% of school age pupils (mostly attending special or primary schools). This meant that some mainstream secondary schools had no recorded pupils whatsoever whereas others had over 30 pupils with Records of Needs, depending on the local authority and geographical position of the school. Therefore, care had to be taken in issuing questionnaires to ensure that schools approached for the survey did actually have sufficient recorded pupils to meet the requirements of the survey. Also, some local authorities with high numbers of recorded pupils declined the offer to participate in the survey whilst others requested a limited number of respondents and this had a further impact on the geographical spread of sampling in the survey.

Breadth and balance are important aspects of this survey and achieving a depth of response where there are no recorded pupils was not possible. It follows that in order to obtain the minimum sample size to reflect the population under survey a broader sample was required. To achieve this, a consistency of approach was sought with the same number of respondents requested from each local authority rather than a focus on two or three local authorities with a higher number of Records of Needs.

Purposive sampling was considered the most appropriate means of obtaining data. This meant that the cases to be included in the sample were selected in order to provide a north, south, east west, urban and rural representation. In this way a sample could be built up which is appropriate to the needs of the researcher. (370). Two sources for selecting potential respondents were used: 'The Special Educational Needs Directory' (371) which contains up to date information on schools in Scotland making provision

for special educational needs including mainstream secondary schools and 'Education Authorities Directory: Secondary Schools Scotland 1998-1999'. (372) Both sources provided a range of necessary information on the numbers and range of pupils with a Record of Needs in all of Scotland's secondary schools in order to arrange for a consistent, balanced and broad spread of potential respondents. Schools were selected on a north, south, east, west, urban and rural basis to give the best possible geographical representation. In addition schools were selected depending on whether they had three or more recorded pupils, allowing for the possibility of absence over the period of the survey.

There were some advantages in using such an approach: a lower number of questionnaires was likely to mean a higher response, given that demands on limited teacher time are lessened with fewer questionnaires to issue and collect; the burden was also shared amongst a number of schools and the response higher as a consequence. As comparison amongst the groups concerned and not amongst the local authorities was the central issue, such an approach was regarded as acceptable. Finally, the disparate nature of recording in itself meant that purposive sampling, which means specially selecting respondents because of their suitability, was the most logical approach as numbers of recorded pupils varied from school to school. Some schools had thirty or more recorded pupils whereas others had none.

Another potential issue involved the range of recorded special needs pupils involved in the survey and whether to focus on one group, for example, those with moderate learning difficulties or dyslexia. This survey did not insist on categorisation of pupils from responding schools because this was not an essential or central feature of the research. Their perceptions of the field as a group of young people designated as having special educational needs was the most important factor here. In addition, education authority personnel were anxious that as sensitive an approach as possible was adopted and parental permission was sought on behalf of all potential respondents. Insistence on categorisation was a potential issue with some local authorities and insistence on categories may have led to outright refusal to approach schools.

Preliminary analysis of the postal survey.

An initial group of 16 local authorities was approached in the first instance on 1st April 1999, with a request to approach 6 secondary schools. All local authorities received copies of the questionnaires to be used. Of the initial 16 local authorities approached, 4 refused permission to approach schools on the grounds of work load and one requested a delay. On 4th May 1999, questionnaires were issued to selected secondary schools in the 12 local authorities where permission had been granted. Two questionnaires per school were issued in each of four categories: learning support teachers, subject teachers, parents of recorded pupils and recorded pupils. 8 questionnaires in total were sent to 6 secondary schools in each local authority, selected on the basis that each had at least three recorded pupils.

All initial responses were requested by the 25th June 1999 and reminders were issued on 6th June. The total number of schools approached was 72. Of these schools, 51 responded, 9 refused to participate after initial invitations were sent to all schools and a further 12 did not respond to the invitation to participate. Results were recorded in October 1999. Table 1 shows the number of questionnaires sent and returned within each local authority. Where schools refused participation, the number of questionnaires sent is lower. Table 2 shows questionnaire responses within each of the 4 categories.

Authority	Total no of questionnaires sent	No of respondent schools	No of refusing schools	Total No of questionnaires returned
W.Dumbarton	48(+20)	6	0	48
Stirling	40	3	1	22
Aberdeenshire	40	2	1	20
Angus	32	3	2	09
Inverclyde	48	6	0	31
N. Lanarkshire	48	5	0	23
E.Renfrewshire	32	2	2	08
Renfrewshire	48(+20)	6	0	48
Glasgow	48	5	0	30
Aberdeen City	48	5	1	21
East Dumbarton	48	6	0	25
W. Isles Council	32	2	2	10
Total	**612**	**51**	**9**	**306**

* Additional parent responses requested via home volunteer tutor organisations in 2 local authorities.

Table 1

Authority	No of responses L.Support	No of responses subject	No of responses parents	No of responses pupils
W.Dumbarton	12	12	12 (+08)*	12
Stirling	05	05	07	05
Aberdeenshire	06	05	03	06
Angus	01	04	02	02
Inverclyde	08	07	06	10
N. Lanarkshire	08	05	05	05
E.Renfrewshire	01	02	02	03
Renfrewshire	11	11	10 (+10)*	12
Glasgow	07	10	07	06
Aberdeen City	06	05	04	06
East Dumbarton	06	12	03	04
W. Isles Council	02	02	02	04
Total	**72**	**81**	**81**	**75**

* Additional parent responses requested via home volunteer tutor organisations in 2 local authorities.

Table 2

An overview of responses.

On the whole, the overall response achieved at 55% was better than expected for mail survey research exercises of this kind. The typical response according to Nachmias and Nachmias (373) is usually between 20 and 40 percent. The reason for such a high response was probably due to the broad spread of schools approached and consequently lower number of completed questionnaires required from each school. Two questionnaires to complete, per category would not have been regarded as onerous in comparison to, for example, a requested return rate of twenty or more questionnaires per group. In addition, a pre-survey letter suggested by Cohen and Manion (374) advising respondents of the forthcoming questionnaire, was issued 7-10 days before arrival and may have had a substantial effect on response rates. In two local authorities nearer to where the researcher was based, telephone contact was also established with the six secondary schools approached in addition to the pre-survey letter in order to guage the possibility of cooperation and create rapport between researcher and respondent. This apparently effective means of increasing the likelihood of cooperation from respondents resulted in a higher than average response. The downside of using this approach is that researcher risks potential rebuff and time constraints and additonal expense may prohibit the extent to which advance direct contact is practical.

Although one or more questionnaires were missing from a number of school responses, a surprising 26% (19) of the total number of secondary schools approached (72) returned all 8 completed questionnaires. The most remarkable feature of the returned questionnaires overall was the similarity in response rates from each category,with the exception of parents, where additional responses were sought from other sources in anticipation of a lower response. Again the evenness and broad spread of schools approached may have resulted in a similarly even number of respondents.

Questionnnaire design and construction.

Questionnaires were designed to elicit perceptions of identified issues in special educational needs from groups of stake holders with a very wide range of knowledge.

This meant that a great deal of advance thought and preparation was necessary in designing appropriate questionnaires. It goes without saying that a first year pupil with learning difficulties will not have the same depth of knowledge about special educational needs as the head of learning support. This does not mean, however, that his or her views on the field are less valid than the Head of Learning Support. It was considered at least possible in part to establish the extent of agreement amongst groups concerned about the relative value placed on each of the identified 'values' and objectives in the field.

Where possible, groups were asked to respond to certain key questions with some additional questions (particularly for subject and learning support teachers) depending on knowledge of the subject. This was to allow for the possibility of comparisons where they existed amongst groups. For example, of the four groups consulted, which group felt most strongly that special educational needs needs to be redefined? How does each group see the role of the learning support teacher? How does each group see the role of the learning support department? Which group felt most strongly about maintaining inclusion as an objective in special educational needs? What is meant by inclusion? To what extent should categorisation of young people with special educational needs feature in the future? Whose rights should be given priority in special educational needs? What is meant by equity? Which group most influences practice in special educational needs? Of the existing theories and models, which one most influences special educational needs? What are the strengths and weaknesses in the field currently? Are some young people more entitled to additional or special teaching and resources than others because they have special educational needs? How could special educational needs provide a better service for its clients in the future? Which/if any of the current values should continue to feature in the future? Which/if any of the current values are no longer of use to the field? Is it possible for schools to accommodate and value diversity(in terms of the range of ability amongst young people) in education?

Similarly, it was possible to cross check the responses of the four groups in the postal survey with that of key personnel interviewed with knowledge of policy and practice at national and, education authority level, since the purpose of these interviews was to

establish the degree to which those who influence policy share the same perceptions as those who implement it. Interviews with key informants lasted between one and two hours and given the depth of information produced together with the broader experience and knowledge of interviewees, it was hoped that these interviews would be particularly illuminating with regard to how special educational needs might be reconceptualised in order to realign itself with current developments in education as a whole.

As stated earlier, the primary objective of this research is to explore the perceptions of those most closely involved with special educational needs in order to clarify assumptions, issues and principles in the field and come to a better understanding of how it might provide a better service for its clients in the future. Such a project involved exploring, if appropriate, alternative theories or paradigms. It is hoped that the holistic approach adopted here will contribute to the development of a more relevant response to difficulty with learning. The benefits of such an approach are best summed up by Heshusius who argued that:

> Grasping complexity, guided by human rationality, will be far more difficult than inquiry informed by a machine metaphor of reality. But the effort will be more worthy of human beings, will result in more relevance, and is bound to be further reaching. (375)

Description of responses from learning support teachers. (See appendix 1)

Who has responsibity for supporting pupils with special educational needs in secondary schools and how are they defined?

Learning support respondents in secondary mainstream schools were asked firstly to name the department with overall responsibility for supporting pupils with special educational needs. The titles offered have been or are currently being used to describe university, college and school groups associated with supporting young people with special educational needs in mainstream schools. Where a discrete department has

overall responsibility, there was a likeliehood that the title selected would also indicate something of the prevailing view of special educational needs in the school. Percentage responses have been rounded to the nearest whole number:

Title	**% of school responses.**
The Department of Support for Learning.	54.2%
The Special Educational Needs Department.	0%
The Department of Effective Learning.	0%
The Learning Support Department.	41.7%
There is no discreet department.	2.7%
Other name.	1.4%
Nil response	0%

Table 3

These responses indicate that at least from the point of view of teachers with specific responsibilty for supporting pupils with special educational needs, the most commonly used title is The Support for Learning Department with a substantial 54.2% of teachers selecting this title and 41.7% selecting The Learning Support Department. Significantly, no respondents selected either The Special Educational Needs Department or The Department of Effective Learning both of which have been used as titles in Higher Education Institutions.

Of the teachers in schools who stated that there was no discrete department, one used a faculty system which included guidance and other support agencies such as IT and Pupil (behaviour Support) specialists entitled The Learning Support Faculty and two others also used a recently adopted combined support/guidance staff approach, entitled The Pupil Support Department or simply, The Support Department. At least one teacher in a school which had recently changed commented that other non-specialist teachers in the school 'still called the department by its original name and refuse to use the new title' and of those who had merged with other formerly discrete departments

such as Guidance, most claimed to have changed the title and discreet nature of the former Learning Support Department because they wanted to 'get away from connotations of learning difficulties' or 'associations with the poorer pupils.'

Learning support teachers' preferred language to define those with responsibility for pupils with special educational needs.

Asked to select their preferred title for those with responsibility for special educational needs in mainstream secondary schools and comment on the reason for their choice, learning support teachers responded as follows:

Selected Title	**Percentage of schools selecting this title.**
The Department of Support for Learning.	54.2%
The Special Educational Needs Department.	0%
The Department of Effective Learning.	13.9%
The Learning Support Department.	9.7%
There is no discreet department.	2.8%
Other name.	15.3%
Nil response	4.2%

Table 4

Learning Support respondents selected by a considerable majority, the title The Department of Support for Learning. Reasons given for choosing this title were fairly consistent in that it was felt to capture the essence of 'what the job is about'. It was also felt to be 'less stigmatising' with no 'deficit connotations'. It appears to embrace the idea of support for all pupils' and it 'places emphasis on learning and the nature of the work rather than on those with poor academic attainment.' Another less common reason for its selection was that is more 'inclusive' in that it appears to imply that learning support teachers 'support all pupils and support is not just for slow learners'. One teacher regarded its use in schools as 'yet another pretentious effort to raise the

status of learning support' and there was some cynicism from a small number of respondents about the undue emphasis placed on the image associated with titles such as Support for Learning by support teachers in general. It was claimed that 'there had been enough changes over the years' and no more were necessary.

Again, the title 'Special Educational Needs' formerly used in Higher Education institutions was least popular with no respondents selecting it. The title Learning Support Department indicated to be in common use as a department title in 42% of secondary schools in this survey was less popular than The Department of Effective Learning because a number of teachers perceived it as more reflective of the positive because of the absence of the word 'support'. One teacher felt that the focus of special educational needs had changed so much that departments should be renamed 'The Raising Achievement Department.' reflecting the current political environment in which support systems operate.

The relative importance given to the roles of learning support teachers

Teachers were asked to ascribe a relative importance to the most common roles performed by learning support teachers. Although most schools were likely to vary in the profile given to each role due to learning support staffing available, qualifications of staff, individual qualities and local and national policy priorities, it was hoped that the roles which they selected as being most effective in addressing the needs of pupils with special educational needs would uncover aspects of the principles which underpin practice in the schools of respondents Results were as follows:

Role description	very important	quite important	unimportant
1-1/small group teaching.	61.1%	38.9%	00%
Writing/differentiating material.	50%	50%	00%
Cooperative teaching.	72.2%	26.4%	1.4%
Providing staff development.	76.4%	23.6%	00%
Acting as consultant.	86.1%	13.9%	00%
Liaison with external agencies.	73.6%	25.0%	1.4%

(1.6 % of learning support teachers described other roles not listed here)

Table 5.

Learning support teachers saw all of the roles ascribed to them as very important or quite important, with the exception of cooperative teaching which was regarded as unimportant by one teacher in a rural school who mostly offered one to one support in a visiting capacity. Although most roles were regarded as very important by 50% or more of respondents, the most important role was considered to be that of consultant to other staff in the school. Some teachers also saw liaison with parents as an increasing role for learning support staff and networking with other schools in and beyond the immediate local authority as a future role for learning support staff.

Although clearly regarded as important, small group and one to one teaching were not held in the same esteem as the other four roles because some teachers regarded them as stigmatising or 'less inclusive' approaches to supporting children which placed the responsibility for providing for their needs on the learning support staff rather than on subject teachers.

The causes of educational failure

This question asked respondents to what extent they agreed or disagreed with a range of well documented causes of educational failure, initially defined by Warnock (1978)

and HMI (Progress Report 1978) in order to establish which of these suggested causes has most influenced learning support teachers' perceptions of educational failure:

Suggested cause of failure (Figure in brackets is the total number of respondents)	Strongly agree	Agree	Disagree	Strongly disagree	Dont know or (NR)
a.A problem in the child	2.8%(2)	30.6%(22)	30.6%(22)	31.9%(23)	4.2%(3)
b. Curriculum failure.	43.1%(31)	45.8%(33)	5.6%(4)	1.4%(01)	4.2%(3)
c. The child and the curriculum	26.4%(19)	51.4%(37)	16.7%(12)	04%(03)	1.4(1)
d. Environmental issues.	19.4%(14)	63.9%(46)	9.7%(07)	4.2%(03)	2.8(2)
e. The child, curriculum and environmental issues.	38.9%(28)	43.1%(31)	13.9%(10)	1.4%(01)	2.8(2)

(15%of respondents suggested other causes of educational failure in addition to those above)
NR = No response

Table 6

The majority of learning support teachers (43.1%) saw the curriculum as the main cause of educational failure although a significant number agreed that, with the exception of a problem in the child, all were individual causes. Learning support teachers were most opposed to the child deficit perception that educational failure lies in the child. 31.9% strongly disagreed with this statement. Some teachers objected to the term 'educational failure' itself, suggesting that 'failure' was 'too strong a word to use'. Other suggestions for educational failure in addition to those in the question were described as, 'insufficient resources and staffing', 'class sizes', 'unsympathetic subject teachers', 'mixed ability classes', 'lack of flexibility in the secondary curriculum', 'low teacher expectations' and 'a secondary school system governed by exam performance, league tables and target-setting'. One learning support teacher questioned the principles underlying learning and teaching in secondary school by asking 'Why do schools have to measure all pupils by one standard (for example academic)?'

The extent to which special educational needs support systems are regarded as effective

The extent to which systems are perceived as operating effectively and which are regarded as most effective would also, it was hoped, reveal who most influences practice:

Support System (Figure in brackets is the total number of respondents)	Very effective	Quite effective	Ineffective	Unsure/NR
The Recording system	9.7%(7)	51.4%(37)	37.5%(27)	1.4%(1)
IEPs	6.9%(5)	58.3%(42)	33.3%(24)	1.4%(1)
Initial teacher education	1.4%(1)	43.1%(31)	51.4%(37)	4.2%(1)
SEN training/qualifications	36.1%(26)	63.9%(46)	0.0%(0)	0.0%(0)
Network Support teachers	19.4%(14)	61.1%(44)	16.7%(12)	2.8%(2)
Learning Support teachers	55.6%(40)	43.1%(31)	0.0%(0)	1.4%(1)
Educational psychologists	12.5%(9)	52.8%(38)	33.3%(24)	1.4%(1)
HMI policy	8.3%(6)	70.8%(51)	20.8%(15)	1.4%(1)
Local authority policy	6.9%(5)	54.2%(39)	37.5%(27)	1.4%(1)
Whole school policy	13.9%(10)	70.8%(51)	12.5%(9)	2.8%(2)
Behaviour support teachers	16.7%(12)	44.4%(32)	20.8%(15)	18.1%(13)

Table 7.

Teachers also suggested other examples of effective support systems not listed above such as parents of pupils with special educational needs, supported study, involving the pupil him or herself in any provision, IT groups, occupational therapists, sensory impairment specialist teachers, joint assessment teams and peer support systems such as paired reading, maths or spelling partners. The 'Toe By Toe' Multi-sensory support materials were also regarded as an effective support mechanism by a small number of teachers and to a lesser extent, the support of senior managers which was regarded by some as 'crucial'.

Where teachers indicated that they were unsure of the effectiveness of a particular support system, this was generally because they had no experience of the system indicated. For example, many of the schools concerned had no experience of working with Behaviour Support systems and therefore did not rate this system as very

effective for this reason. Other than the 55.6% who saw their own impact on pupils with special educational needs as very effective, the learning support respondents did not see any of the systems listed as significantly effective. Training and professional qualifications in SEN were fairly highly regarded with 36.1% of teachers describing this as very effective. In general, most systems were perceived as quite effective or ineffective rather than very effective.

Of those support systems perceived as least effective, the most notable was initial teacher education, regarded as very effective by only 1.4% of learning support teachers and ineffective by over half of the respondents (51.4%). Ineffective to a lesser extent, but still significant enough to be of concern were respondents views of the Recording System and Local Authority Policy which each registered 37.5%. Perceptions of the effectiveness of educational psychologists were mixed drawing perhaps on teachers personal experiences of psychologists with 52.8% regarding them as quite effective but only 12.5% as very effective. There is a similarly mixed view of the effectiveness of HMI policy with only 8.3% of learning support teachers regarding their policy as very effective but 70.8% as quite effective. In general, however, HMI and national policy is clearly regarded as more effective in supporting pupils with special educational needs than local authority policy. Whereas most learning support teachers were aware of national policy in special eductional needs, many claimed to be unaware of local authority policy in this area.

Most important influence on thinking about how learning support should operate in secondary mainstream schools

The views of learning support staff on who currently has most influence on thinking in special education was regarded as important since this was likely to provide some indication of where current goals and principles are coming from and more particularly, who or what drives change.

Influence	Very important	Quite important	Important	Slightly important	Least important	NR
Higher educ.	16.7%(12)	30.6%(22)	16.7%(12)	18.1%(13)	16.7%(12)	1.4%(1)
Local authority policy.	6.9%(5)	33.3%(24)	33.3%(24)	13.9%(10)	9.7%(7)	2.7%(2)
HMI policy.	27.8%(20)	34.7%(25)	12.5%(9)	12.5%(9)	11.1%(8)	1.4%(1)
Government publications.	9.7%(7)	27.8%(20)	20.8%(15)	13.9%(10)	26.4%(19)	1.4%(1)
Learning support teachers.	41.7%(30)	20.8%(15)	20.8%(15)	11.1%(8)	4.2%(3)	1.4%(1)

Table 8.

Learning support teachers were fairly consistent in their views on the most important influence on thinking about how they should operate in supporting pupils with special educational needs. Once again they regarded themselves as most important in this respect (41.7%). Higher Education (16.7%) and HMI policy (27.8%) appeared to have faired significantly better at least in terms of their influence on thinking in SEN in comparison to their effectiveness as a support system for pupils with special educational needs. Once again local authorities were regarded unfavourably as having least influence on thinking at 6.9%, although views were likely to have been modified by different experiences. Notably, of the 12 respondents who indicated that Higher Education influenced their thinking, 11 were learning support teachers from local authorities north of the central belt in Scotland. Although the Warnock Report is still seen by some learning support teachers to be the prevailing influence on modern thinking, it was regarded as least important influence overall (27.8%). Other moderate influences on thinking indicated by respondents included SEN conferences, literature, working parties, practising Principal Teachers who provide practical insight in terms of input to Diploma courses in SEN, other professionals working with learning support teachers and personal and political beliefs.

Models which best describe the approach to current practice in secondary mainstream schools.

The models and perspectives identified in this question are derived from dominant models and new perspectives in special education as outlined by Allan, Brown and Riddell, (376), Skrytic, (377), Abberley (378) and Oliver (379).

By establishing the models or perspectives with which teachers most closely align practice in their school, it is possible to identify the dominant perspective in mainstream secondary schools and examine whether these are shared with other groups associated with the field such as subject teachers, parents, policy makers and pupils with special educational needs. The models and perspectives offered in this question are by no means exhaustive but cover a range of which most learning support staff should have some knowledge although this may be limited according to training opportunities. The option of adding alternative models or perspectives or even none of the examples indicated has been included for this reason:

Model/perspective	**Teachers describing as dominant practice**	
	No.	**%**
Medical model (Pupils difficulties are diagnosed)	20	27.8%
Psychological model (Pupils are placed according to ability tests)	03	4.2%
Individual model (Pupils are given support at parent's request)	26	36.1%
Social model 1 (The school discourages labels and avoids stigmatising pupils)	13	18.1%
Social model 2 (The school values diversity and encourages tolerance).	37	54.1%
Post modern condition (There is no model or theory. Any approach is valid if it helps)	40	55.6%
Concept other than above.	03	4.2%

Nil responses	00	0.0%

Table 9.

Learning support staff saw two perspectives in particular as mainly reflecting practice in their schools: Social model 2 - a social creationist perspective in which the school values diversity and fosters tolerance of differences amongst pupils (54.1%) and post modern condition, a new perspective in which an entirely pragmatic approach is adopted (55.6%). This approach is not based on any particular model or theory and regards models and theories as less important than pragmatism. The highest number of respondents saw this approach as the one which best reflected practice in their school. Significantly, the response rate to this question was 100%, (the only question to produce a 100% rate of response in the entire questionnaire) indicating perhaps, the level of interest amongst learning support teachers in models and frameworks to describe their practice.

The next most common approach was the individual model where pupils are given assistance following parental request for help and the least popular approaches selected were the psychological and medical models with the psychological model involving ability testing given a particularly low rating at just 4.2%. Learning Support staff clearly saw their schools as proponents of newer practices and perspectives more closely associated with inclusion. Many respondents selected more than one approach and some saw elements of all of the above as present in their school's approach to supporting pupils with special educational needs. One teacher insisted that the individual model would become more dominant in the near future because 'IEPs would be enforced through national policy and therefore the emergence of the individal model would arise from 'curent political influences.' Another saw parent pressure and the more consumerist policies as forcing schools back to individual models of support.

Does special educational needs require a new concept model on which to base practice?

It was felt that where the majority of respondents select a 'yes' response, this would indicate a significant degree of dissatisfaction with current models or principles underpinning special education and provide clear evidence of tension; whereas a 'don't know' response could indicate insufficient discussion of, or knowledge of its goals, principles and perspectives.

Learning support teachers responses to whether special educational needs. needs a new model on which to base practice. (Number of actual responses is in brackets)

Yes	41.7%(30)
No	34.7%(25)
Don't know	20.8%(15)
No response	2.8%(02)

Table 10.

Although some teachers indicated dissatisfaction with how the field currently operates (41.7%) this was by no means a significant majority with 34.7% selecting a no 'response. Many teachers who selected 'no' gave similar reasons.These were mainly concerned with the potential 'narrowness and inflexibility of adopting a single approach.' It was stated that 'no model seems to incorporate the diversity required'. In addition, there were fears that subject teachers would simply dismiss yet another reinvention of the learning support department as 'gimmicky' and become even more 'confused than they already are about what the role and function of this department is.' Other respondents preferred 'guidelines to theories' and one stated that 'there is a danger that if 'concept' is interpreted too narrowly, a potential source of support could be overlooked.' Once again there was a degree of cynicism amongst some learning support teachers in relation to concept models in general. One teacher commented that:

> Concept models change with fashion and children with learning difficulties need extra support and guidance no matter what theories are fashionable or favoured at a political point in time.

Of those teachers who answered 'don't know' or simply didn't respond at all (23.6%), many wrote that they simply did not have the knowledge about special education or that they were not sufficiently aware of the models, assumptions and principles underpinning special education to judge whether a new concept model was needed or not. Respondents who believed that special educational needs requires a new concept model on which to base practice, gave accompanying responses which indicated that there is 'too much disparity amongst schools about who has needs met and who does not'. One also suggested that 'too many models were out of date and that 'models in general were out of date.' One Principal Teacher of Learning Support who was in favour of reconceptualisating special educational needs was critical of her subject teacher colleagues accusing them of 'failing to take on board inclusive policies.' She added that subject teachers still see that the difficulty lies with the child. They fail to see that the weakness lies in the system.' Another teacher indicated that there was a 'perpetual dilemma of avoiding labelling pupils within a mainstream setting, whilst attempting to meet their needs with suitable provision'.

Would the construction of a new theory in special educational needs help to clarify practice?

As stated earlier, a number of theorists in special educational needs have commented that special education lacks a coherent theoetical analysis of its own, having borrowed from other disciplines such as psychology, sociology and medical science. As special educational needs has no theory of its own on which to base practice, do learning support teachers feel that a new theory would help to clarify practice? Again depending on training and professional qualifications in the field which automatically include *The Evolving Concept of Special educational Needs* as a foundation module, it was accepted that some teachers might find this question difficult to answer. However, such a lack of awareness would, it was felt, reveal the level and extent of understanding that learning support teachers have of the conceptual basis of their practice.

Learning support teachers responses to whether special educational needs needs a theory of its own on which to base practice. (Number of actual responses is in brackets)

Yes	41.7%(30)
No	23.6%(17)
Don't know	33.3%(24)
No response	1.4%(01)

Table 11.

As predicted the number of teachers who selected 'don't know' or did not respond was significantly higher than with other questions with the most common reason given (if at all) predictably as lack of knowledge about this aspect of special education. The majority (41.7%) of learning support teachers were in favour of a coherent theoretical basis and responses seemed to indicate that some teachers had given a lot of thought to this subject:

> A good theory could perhaps help schools achieve a more standardised approach if it encompasses all good practice from previous models. This might stop teachers working out on a limb.

Responses on the whole, however, indicated a lack of certainty amongst a significant number of learning support teachers in relation to special education, based perhaps on insufficient knowledge of the subject. An equally significant number 23.6%, were against theorising special education because 'a simple theory would generate inflexible practice' or that special education is 'simply too complex' to be encompassed by one model.

Principles regarded by learning support teachers as an essential basis for special education

A range of traditional and modern values and principles were presented to learning support teachers to establish which ones they regarded as an essential basis for practice

in special educational needs. Teachers were asked to rank each according to their importance using a Likert scale from 1-5.

Values/principles	Very important	Reasonably important	Important	Slightly important	Least important
	% No	% No	% No	% No	% No
Social justice	13.9%(10)	31.9%(23)	23.6%(17)	19.4%(14)	11.1%(8)
Value of diversity	73.6%(53)	16.7%(12)	4.2%(3)	1.4%(1)	4.2%(3)
Rights/empowerment	13.9%(10)	18.1%(13)	33.3%(24)	18.1%(13)	16.7%(12)
Continuum of need	16.7%(12)	18.1%(13)	16.7%(12)	16.7%(12)	31.9(23)
Focus on the curriculum	22.2%(16)	34.7%(25)	16.7%(12)	9.7%(7)	16.7%(12)

(Number of actual responses is in brackets)

Table 12.

A very significant number of learning support teachers (73.6%) saw value of difference and diversity amongst young people as the most important principle on which to base practice, whereas responses to other principles ranked fairly evenly between 13.9% and 22.2%. The least popular principle 31.9% was the continuum of need, the concept of which was introduced by Warnock (1978). Some teachers regarded this concept as outdated and one teacher in a school with an unusually high number of recorded pupils commented that he was 'becoming less and less happy about the idea of a continuum.'

Are all pupils in secondary schools valued and accepted regardless of ability?

As the modern concept of inclusion is based on schools accepting differences amongst pupils and valuing them regardless of ability, learning support teachers responses to this question would, it was hoped, show something of the extent to which inclusion is perceived as a reality in mainstream secondary schools. Results show clearly that these respondents did not regard schools as accepting and valuing pupils regardless of ability with 83% of teachers indicating 'no':

Learning support teachers responses to whether secondary schools actually value and accept pupils regardless of ability at present. (Number of actual responses is in brackets)

Yes	13.9%(10)
No	83.3%(60)
Don't know	00%(0)
No response	2.8%(2)

Table 13.

Although 2.8% of respondents did not complete this question, no teachers indicated that they were unaware of schools attitudes to diversity and only 13.9% saw their schools as valuing pupils regardless of ability.

Is it possible for secondary schools to become inclusive in a way which accepts and values pupils regardless of ability?

This question asked learning support teachers to indicate whether or not they believed acceptance of diversity to be at least a realistic possibility, given that it is a central goal of special educational needs national and local policy.

Learning support teachers responses to whether it is possible for secondary schools value and accept pupils regardless of ability. (Number of actual responses is in brackets)

Yes	69.4%(50)
No	27.8%(20)
Don't know	1.4%(1)
No response	1.4%(1)

Table 14.

When asked if they thought that it was actually possible for schools to value and accept pupils regardless of ability, the vast majority were optimistic in this respect with 69.4% selecting 'yes' despite their perceptions that this inclusive approach was

not generally practiced in schools at present. However, a significant minority, 27.8%, regarded the acceptance of diversity as 'impossible under the present system where academic achievement is used as the only benchmark of success'.

Potential barriers to inclusion in mainstream secondary schools

The purpose of this question was to uncover the reasons why, according to the perceptions of learning support teachers, inclusive practices may not be a reality in mainstream secondary schools. Once again the range offered is not exhaustive and teachers were also offered the option of selecting more than one barrier to inclusion as well as stating other barriers to inclusion not listed.

Potential Barriers to inclusion	**No.of LSS selecting**	**% of total response**
A belief that integration is not in the interests of all pupils.	55	76.4%
Teachers don't feel equipped to address some pupils needs.	69	95.8%
Mainstream school buildings don't cater for some pupils with special educational needs.	42	58%
The mainstream curriculum doesn't cater for some pupils with special needs.	61	84.7%
Some teachers and parents don't want inclusion.	46	63.9%
Pupils with special needs may affect exam results.	26	36.1%
The government won't spend the money on provision for SEN.	50	69.4%
Separate departments for special needs pupils reinforce the notion of separateness. undermining inclusive approaches.	13	18.1%
Others not listed.	05	6.9%

Table 15.

Most learning support teachers (95.8%) identified the main barrier to inclusion as

teachers not feeling equipped to address the needs of some pupils with special educational needs. There was also strong support for the general suggestion that inclusion of some pupils with special educational needs was not believed to be in their best interests (76.4%). However, very few learning support staff (18.1%) saw that their separate departmental status undermined inclusive approaches.

Other barriers suggested were that local authorities were to blame for 'not providing sufficient support systems for pupils in mainstream secondary schools with special educational needs', the perception by two schools that inclusive approaches are 'cost cutting' devices 'supporting children on the cheap' and one teacher who stated as a barrier to inclusion that:

> Subject teachers and parents don't really know what inclusion means. They think it's the same as integration but it has political overtones because it's also about what kind of society we want.

Oliver (380) and Sally Beveridge (381) also highlight the issue of how the term 'inclusion' is both widely used and also open to differing interpretations. According to Beveridge, inclusion implies not only 'the development of a flexible and responsive school system and curriculum which takes as its starting point a recognition of the diversity of pupils' needs' but also, in addition, the term goes well beyond schools to 'encompass not only further education and lifelong learning' but also 'wider aspects of inclusion within the community.' Such an approach demands radical changes not only to the present culture of schooling but to society as a whole. However, these are changes which might not necessarily be welcomed or tolerated by all members of the community including those with special educational needs and their parents. This view of inclusion is also supported by Roger Slee who also questions the reason why teachers fail to understand the political implications of inclusion:

> For some, inclusion, like integration, fails to progress beyond assimilation. The assimilationist's hope is that difference will be welcomed and tolerated and differentiated learning programmes will proceed in the regular

> classroom. Children with special educational needs are to be managed in the regular school. Their presence evokes the competing interests of delimiting their disruption to their peers, whose tenure is inquestionable, while trying to provide an educational programme suited to their particular needs. (382)

Slee provides an explanation for teachers' failure to question or take on board changes in linguistic adjustment from terms such as integration to inclusion as 'conceptual slippage', the purpose of which is to 'present a politically correct facade to a changing world.' Through the application of 'loose vocabulary', those who were at risk of failure or could be absorbed, acceptably, into an inoffensive 'catch-all category of special educational needs.' Clark et al (383) suggest another possible reason for this tacit and unquestioning acceptance of changes of this nature by apparently disinterested professionals as a failure to make explicit theoretical positions. Teachers will simply regard approaches to the unexplicated as an unquestioned part of his/her duty.

The importance of inclusion to learning support teachers as a goal in special education.

This question was designed to illustrate the extent to which inclusion is regarded as an important aim amongst learning support teachers given its status in national policy as the central goal of special educational needs.

Responses	**% of total response**
(Number of actual responses is in brackets)	
Very important	59.7%(43)
Quite important	37.5%(27)
Unimportant	1.4%(1)
Nil reponse	1.4%(1)

Table 16.

Although only one respondent regarded inclusion as unimportant, given the fact that it

underpins most national policy and is thought to be widely regarded as a central aim, inclusion was not overwhelmingly seen as crucial to special educational needs, with 43 teachers (59.7%) indicating that they perceived it as very important but another 38.9% perceiving it as quite important.

The role of categorisation: to what extent is categorisation according to need regarded as an important element in special education?

Teachers were asked to rate a series of statements about the role of categorisation according to whether they agreed or disagreed on a scale of 1-5. The extent of agreement would, it was intended, reveal how respondents regarded the role of categorisation in special education. Some of these statements were derived from writers whose work is discussed earlier in this research, such as Warnock (384) Abberley (385) and Oliver (386) and Allan, Brown and Riddell (387). Results were as follows:

Statement	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**	**NR**
Categorising pupils according to ability or needs encourages the view that educational dificulty is the child's fault.	11.1%(8)	36.6%(22)	41.7%(30)	16.7%(12)	00%(0)
Some categories are too general, distorting teachers perceptions of individual abilities eg. Not all physically disabled are the same.	36.1%(26)	61.1%(44)	1.4%(1)	00%(0)	1.4%(1)
Provision in SEN should be based on a continuum* of educational difficulty.	23.6%(17)	43.1%(31)	22.2%(16)	9.7%(7)	1.4%(1)
Avoiding categorisation leads to inaction/neglect.	13.9%(10)	47.2%(34)	34.7%(25)	2.8%(2)	00%(0)
Not all pupils fit into	38.9%(28)	54.1%(37)	6.9%(5)	4.2%(3)	00%(0)

categoriies on a continuum of need (eg. dyslexics)					
Whether teachers construct categories or not, differences among pupils will remain.	48.6%(35)	45.8%(33)	5.6%(4)	00%(0)	00%(0)
Recording should continue to be the main source of acknowledging/protecting the rights of SEN pupils.	12.5%(9)	43.1%(31)	34.7%(25)	9.7%(7)	00%(0)

(Number of actual responses is in brackets)

*** (Continuum = placing a pupil at one point along a line of ability, according to his/her degree of difficulty)**

Table 17.

97.2% of Learning support teachers either agreed or strongly agreed that some categories of special need are too general, distorting teachers perceptions of individual abilities. This statement also attracted the lowest level of disagreement with only one teacher disagreeing. Also popular was the notion that whether teachers construct categories of special need or not, differences amongst pupils will remain. 94.4% strongly agreed or agreed with this statement. The least popular statement here concerned the view that Recording should continue to be the main way of acknowledging the rights of a child with 34.7% of teachers disagreeing with this suggestion and only 12.5% strongly agreeing with it.

The extent to which labelling according to needs is necessary to ensure a pupil's right to an appropriate education

This question asked teachers to state whether categorisation and labelling of special educational needs should remain fundamental to ensuring that pupils' needs are met appropriately. The results were as follows:

Responses	% of total response
(Number of actual responses is in brackets)	
Very important	15.3%(11)
Quite important	66.7%(48)
Unimportant	15.3%(11)
Nil responses	2.8%(02)

Table 18.

From these responses it appears that learning support staff do not see categorisation as crucial in providing an appropriate education for young people with special educational needs although it was regarded by 82% as very important or important. The majority (66.7%) regarded it as only quite important. Comments were mostly along the lines of 'teachers need to know about a condition (particularly medical) in order to consider the medical implications.'Of those who selected 'unimportant', a large number of qualifications were suggested. One teacher stressed that 'the paradox is that a category is often created to address a problem.' Another advised that 'instead of categorising pupils we should instead try to establish a genuine appreciation of diversity.' On the whole, labelling was accepted as a necessary evil if it was for positive reasons rather than just for its own sake. As one learning support teacher suggested:

> Labelling should only be used for positive reasons eg. to help pupil access the curriculum and not for negative reasons eg, 'non-achiever' and 'less able.'

Learning support teachers perceptions of rights and empowerment issues in special education.

Teachers were presented with a range of statements reflecting a variety of policies and literature related to empowerment and rights issues in special education in the latter half of the 20th century. These perceptions were derived from policies discussed earlier such as 'Every Child is Special' (194) and Achievement For All, HMI (164) which

includes able pupils under learning support for the first time and the work of theorists discussed in earlier chapters. The extent to which they agreed or disagreed with these statements would hopefully reveal their views on issues of rights and empowerment in the field. Teachers were asked to rate each statement on a 1-4 basis according to the extent to which they agreed or disagreed:

Statement	Strongly agree	Agree	Disagree	Strongly disagree	NR
a. LS teachers should positively discriminate resources and support in favour of disadvantaged children/those with SEN.	19.4%(14)	55.6%(40)	18.1%(13)	5.5%(4)	1.4%(1)
b.All children are special including able pupils. There's no need to discriminate resources in favourof some pupils.	15.3%(11)	26.4%(19)	44.4%(32)	13.9%(10)	0%(0)
c.LS teachers should challenge disciminatory practices in schools.	56.9%(41)	36.1%(26)	2.8%(2)	4.2%(3)	0%(0)
d.Parents have a right to expect additional resources and individual attention for their child if he has SEN.	27.8%(20)	63.9%(46)	6.9%(5)	1.4%(1)	0%(0)
e. All children should have the right to attend the same school as their peers.	23.6%(17)	61.1%(44)	15.3%(11)	00%(0)	0%(0)
f.Inclusion is about empoweringyoung people with SEN. They should have the right to articulate their wants as opposed to their needs.	20.8%(15)	61.1%(44)	11.1%(8)	6.9%(5)	0%(0)
g. The able-bodied do not have the right to make decisions for the disabled.	25%(18)	40.3%(29)	29.2%(21)	5.6%(4)	0%(0)

NB. (The number of respondents is shown in brackets)

Table 19.

Learning support teachers most strongly agreed with the statement that they should challenge discriminatory practices in schools (56.9%). This statement also produced the lowest level of disagreement/strong disagreement overall at 7%. The strongest level of disagreement/strong disagreement came in response to statement b. where 58.3% of respondents did not see all pupils including able pupils as having an equal right to support and resources. A significant number of learning support teachers also disagreed that the able-bodied do not have the right to make decisions for the disabled (34.8%). They were also mainly supportive (91.7%) of parents' right to expect additional support and resources for their child if he/she has special educational needs.

The importance of empowerment and rights in special education

Teachers were asked to consider and estimate the importance of right and empowerment overall in special education. Responses were as follows:

Responses	**% of total response**
(The number of respondents is shown in brackets)	
Very important	52.8%(38)
Quite important	43.1(31)%
Unimportant	00%(0)
Nil response	4.2%(3)

Table 20.

All of the respondents regarded issues of empowerment and rights as important with over half estimating it as very important and no repondents selecting unimportant. There were a number of additional comments to support these reponses. Most were concerned with the arbitrary nature of special educational needs and the allocation of resources. One teacher felt that 'empowerment was not an issue confined to education. It is a problem for society as a whole'. Another suggested that 'positive discrimination can be seen as unacceptable but it may be necessary to redress the balance amongst pupils with special educational needs and others, even though it involves making

difficult decisions.' Many respondents refuted statement (b) in the previous question which suggested that able pupils have a right to additional resources. One commented: What about the rights of 'average/normal pupils or those with unvocal parents?' Another referring to pupils in secondary schools with emotional and behavioural difficulties expressed concern that 'the rights of any individual should not necessarily be independent of the rights of others in the same school.'

Issues for staff development in special educational needs.

Although staff development in special educational needs is likely to concern itself with a number of issues, learning support staff were asked to select the issues which they regarded as being most pertinent and those which teachers would regard as most relevant. Respondents could select more than one issue.

Issues for staff development	**% of responses**
(The number of respondents is shown in brackets)	
a. Developing effective support strategies for pupils with SEN.	90.3%(65)
b. Producing a clearer definition of the concept of special education and clarifying roles of those involved.	59.7%(43)
c. Ending categorisation of special education as a separate field in education.	19.4%(14)
d. Ensuring social justice/empowerment of Pupils with SEN.	51.4%(37)
e. The development of a non-dicriminatory language in SEN.	31.9%(23)
f. Promoting the view that diversity should be valued.	80.6%(58)
g. Encouraging collaborative practices in special educational needs	91.7%(66)
h. Producing a clear, all encompassing theory to support practice.	38.9%(28)
j. Other (Please specify)	2.8%(2)
k. Nil response.	2.8%(2)

(The number of respondents is shown in brackets)

Table 21.

The most popular issues for staff development were the encouragement of collaborative practices (91.7%), the development of effective support strategies for SEN pupils (90.3%) and promoting the view that diversity should be valued (80.6%). Ending categorisation of special education as a separate field in education was least popular amongst these respondents. Only two respondents suggested other issues for staff development. These were firstly, the 'production of a clear, all encompassing statement of practice in special educational needs for initial teacher education' and the 'resolution of issues identified in statements a, b, c, and e because until these issues are resolved, we cannot end categorisation of special education as a separate field within education.'

Special needs issues, principles and goals in the future

Finally, learning support teachers were asked to identify which issues, principles and goals they thought would remain issues in the future eg. beyond the millenium and to suggest other issues which could arise in future. Like the previous question, responses would also clarify issues which teachers regraded as most relevant as well as emerging issues. Once again teachers could select more than one issue or suggest an alternative not listed.

Future/emerging issues in special education	**% of responses**
a. Inclusive schooling.	77.8%(56)
b.Social justice and rights of pupils with SEN.	63.9%(46)
c.Positive discrimination in favour of SEN pupils.	38.9%(28)
d. A new, more relevant concept of SEN.	36.1%(26)
e. More collabotative approaches to supporting SEN pupils.	73.6%(53)
f. More meaningful categorisation of pupils with SEN.	26.4%(19)
g. Other (Please specify)	1.4%(01)
h. Nil response.	2.8%(2)

(The number of respondents per question is shown in brackets)

Table 22.

Inclusive schooling produced the highest response from learning support teachers with 77.8% of respondents selecting this issue with more collaborative approaches to

supporting pupils with special educational needs the next most popular issue (73.6%) closely followed by social justice and rights of pupils with SEN. (63.9%). Categorisation was seen as least important (26.4%) reflecting earlier responses to questions which showed that learning support teachers prioritised first inclusion and then rights issues over categorisation in ensuring that pupils receive an education appropriate to their needs. One teacher suggested another emerging issue which she described as 'reconnecting special education to education as a whole so that the needs of all children can be equally addressed'. Another Principal teacher welcomed any discussion of issues because:

> Crisis and tension aren't necessarily a bad thing because they can lead to a breakthrough or progress in this field at last. This (a breakthrough) is long overdue.

Description of responses from subject teachers (See appendix 2)

Subject teachers were asked the same questions about special education so that their perceptions could be compared with those of learning support teachers. Questions therefore have the same purpose as those outlined in the description of responses from learning support teachers. Although it was anticipated that some teachers would have difficulty answering questions, depending on the extent of their knowledge and experience of working with pupils with special educational needs, the response rate of 56% was regarded as indicative of the interest that subject teachers have in special education.

Who has responsibity for supporting pupils with special educational needs in secondary schools and how are they defined?

Title	% of school responses.
(The number of respondents is shown in brackets)	
The Department of Support for Learning.	29.6%(24)
The Special Educational Needs Department.	0.0%(0)
The Department of Effective Learning.	0.0%(0)
The Learning Support Department.	65.4%(53)
There is no discreet department.	1.2%(1)
Other name.	3.7%(3)
Nil response	0.0%(0)

Table 23.

Subject teachers overwhelmingly selected 'The Learning Support Department' as the department with responsibility for managing support for pupils with special educational needs (65.4%) with the more recently popular 'Department of Support for Learning' as the only other title selected (29.6%). Of the 3.7% using other approaches, these respondents were split between two local authorities. Two were based in one school which had adopted an alternative name and form of organisation to reflect a merger between guidance, learning support and behaviour support teachers. It was known only as 'Pupil Support'. The other respondents from a different local authority had used different titles to distinguish between units attached to schools and learning support departments within the schools. Notably the mainstream department was known as 'The Learning Support Department' and the units, which catered for pupils with more complex needs, were given a name which included the term special educational needs. However, the schools avoided specific use of this term by referring to this facility in an abbreviated form, ASENT.

Subject teachers' preferred language to define those with responsibility for pupils with special educational needs.

Asked to select their preferred title for those with responsibility for special educational

needs in mainstream secondary schools and comment on the reason for their choice, subject teachers responded as follows:

Selected Title	**Percentage of schools selecting this title.**
(The number of respondents is shown in brackets)	
The Department of Support for Learning.	27.2%(22)
The Special Educational Needs Department.	1.2%(1)
The Department of Effective Learning.	29.6%(24)
The Learning Support Department.	33.3%(27)
There is no discreet department.	1.2%(1)
Other name.	2.5%(2)
Nil response	4.9%(4)

Table 24.

There was no clear majority or strength of feeling on the preferred title or language used to describe those with responsibility for pupils with special educational needs. Most, however, (33.3%) opted for the *Learning Support Department* 'because it's the title we're most familiar with'. A large number of subject teachers commented that they had 'no preference' , or that 'the title of the department is not important, it's the work that counts'. It was suggested that this department should 'not keep changing its title' as this 'only causes confusion'. One subject teacher complained that she could 'not understand why learning support teachers insist on using the title *Support for Learning*'. As a subject teacher, she could not 'see the distinction or indeed the importance of the distinction between the two titles which is so important to learning support teachers'. Subject teachers were least well disposed to the title *Special Educational Needs* because 'it has negative connotations.' The Department of Effective Learning' more commonly associated with Higher Education attracted a significant number of respondents because it 'increased the status of the department' and 'gets away from the less able stigma'.

The relative importance given to the roles of learning support teachers

It was expected that to a certain extent, subject teachers qualifications and experience of special educational needs pupils, the influence and effectiveness of the learning support department as well as their knowledge of local and national policy priorities would dictate the extent to which they could confidently attribute a relative importance to each role. However, no experience of particular role would also reveal their perceptions of priorities underpinning underpin practice in the school. Results were as follows:

Role description	**very important**	**quite important**	**unimportant**	**NR**
(The number of respondents is shown in brackets)				
1-1/small group teaching.	77.8%(63)	22.2%(18)	0%(0)	00%(0)
Writing/differentiating material.	46.9%(38)	44.4%(36)	7.4%(6)	1.2%(1)
Cooperative teaching.	53.1%(43)	39.5%(32)	6.2%(5)	1.2%(1)
Providing staff development.	58.0%(47)	35.8%(29)	3.7%(3)	2.5%(2)
Acting as consultant.	65.4%(53)	32.09%(26)	2.5%(2)	00%(0)
Liaison with external agencies.	59.3%(48)	37.03%(30)	3.7%(3)	00%(0)

Table 25.

77.8% of subject teachers regarded 1-1 teaching as the most important role for learning support teachers with no subject teacher perceiving this role as unimportant. Acting as a consultant to staff was also considered important whereas other roles were given roughly similar status as important. These respondents perceived writing and differentiating material for pupils with special needs as the least important of the learning support roles.

The causes of educational failure

Teachers were asked to what extent they agreed or disagreed with a range of well documented causes of educational failure, initially defined by Warnock (1978) and HMI

(Progress Report 1978) in order to establish which of these suggested causes has most influenced this group's perceptions of educational failure:

Suggested cause of failure	Strongly agree	Agree	Disagree	Strongly disagree	NR
(Figure in brackets is the total number of respondents)					
a.A problem in the child.	3.7%(3)	35.8%(29)	33.3%(27)	19.8%(16)	7.4%(6)
b. Curriculum failure.	14.8%(12)	61.7%(50)	19.8%(16)	2.5%(02)	1.2%(1)
c. The child andcurriculum.	18.5%(15)	59.3%(48)	14.8%(12)	1.2%(01)	6.2%(5)
d. Environmental issues.	22.2%(18)	55.6%(45)	13.6%(11)	00%(00)	8.6%(7)
e. The child, the curriculum and environmental issues.	37.0%(30)	46.9%(38)	7.4%(6)	00%(00)	8.6%(7)

(13.6% of respondents suggested other causes of educational failure)

Table 26.

The majority of subject teachers (37.03%) saw a combination of factors, the child, the curriculum and environmental factors as the cause of educational failure although most agreed that, with the exception of a problem in the child, all were individual causes. Subject teachers took most exception to the child deficit model of educational failure, statement (a) with 19.8% strongly disagreeing. 13.6% of respondents suggested other causes. These included poor resources in schools, peer group pressure, poor teaching, poverty, failure of teachers to meet individual needs and insufficient support in mixed ability classes. One subject teacher also commented that 'education today, in general, is less valued in society.'

The extent to which special educational needs support systems are regarded as effective

The extent to which subject teachers were aware of effective support systems in special education were as follows:

Support System	Very effective	Quite effective	Ineffective	NR
(The number of respondents is shown in brackets)				
The Recording system	14.8%(12)	56.8%(46)	23.5%(19)	4.9%(4)
IEPs	19.8%(16)	43.2%(35)	33.3%(27)	3.7%(3)
Initial teacher education	8.6%(7)	30.9%(25)	45.7%(37)	14 .8%(12)
SEN training/qualifications	28.4%(23)	50.6%(41)	7.4%(6)	13.6%(11)
Network Support teachers	9.9%(8)	44.4%(36)	21..0%17)	24.7%(20)
Learning Support teachers	49.4%(40)	41.97%(34)	4.9%(4)	3.7%(3)
Educational psychologists	7.4%(6)	37.03%(30)	39.5%(32)	16.0%(13)
HMI policy	3.7%(3)	56.8%(46)	17.3%(14)	22.2%(18)
Local authority policy	6.2%(5)	51.9%(42)	24.7%(20)	17.3%(14)
Whole school policy	22.2%(18)	55.5%(45)	12.3%(10)	9.9%(8)
Behaviour Support teams.	17.3%(14)	48.14%(39)	17.3%(14)	17.3%(14)

Table 27.

Subject teachers saw learning support teachers as most effective in supporting pupils with special educational needs by a significant majority (49.4%), followed by training and qualifications in this area. Least effective in supporting pupils was initial teacher education with 45.7% regarding it as ineffective. A number of teachers remarked that they were unaware, or had no experience of, some of the support systems listed, stating that it 'depends on the priority given to learning support by the Head Teacher.' This may explain the higher than average 'nil response' rate in relation to this question. Other suggested support systems not listed included reduced class sizes, home/school liaison workers, and joint assessment teams.

Most important influence on thinking about how learning support should operate in secondary mainstream schools

Influence	Very important	Reasonably important	Important	Slightly important	Least important	NR
(The number of respondents is shown in brackets)						
Higher education	6.2%(5)	9.9%(8)	9.9%(8)	12.3%(10)	58.0%(47)	3.7%(3)
L.A. policy.	29.6%(24)	19.8%(16)	24.7%(20)	9.9%(8)	13.6%(11)	2.5%(2)
HMI policy	14.8%(12)	24.7%(20)	22.2%(18)	16.0%(13)	18.5%(15)	3.7%(3)
Govmt .Publics.	6.2%(5)	22.2%(18)	21.0%(17)	27.2%(22)	19.8%(16)	3.7%(3)
Learning support teachers.	12.3%(10)	27.2%(22)	21.0%(17)	14.8%(12)	18.5%(15)	6.2%(5)

Table 28.

Subject teachers saw, although not to a significant extent, local authority policy as having most influence on how learning support operated in their schools with 49.4% perceiving the local authority as very important or reasonably important. By an equally significant majority, Higher Education institutions were seen as the least important influence (58.02%) perhaps reflecting subject teachers' earlier responses to initial teacher education in the previous question. Government publications such as the Warnock Report (1978) were not regarded as influential from subject teachers' point of view pehaps due to lack of familiarity. Of those 6.2% of teachers who saw Higher Education as influential, all without exception came from local authorities in the north of Scotland. Other than the learning support department and working with specialist teachers in class, most teachers were either unaware of influences and policy documents or saw this as an issue for learning support. One subject teacher was highly critical of Strathclyde Regional Council's former policy document 'Every Child is Special' (194):

> Every Child is Special is an insult to children, parents and teachers. It amounts to Orwellian deception. Intentions need to be matched by resources.

This comment reflects to some extent an earlier comment by a learning support teacher regarding the failure of policy changes to impact on subject teachers when both the policy and the language used to reflect idealistic change are inexplicit or carry greater implications in practice, perhaps of a political nature.

Models which best describe the approach to current practice in secondary mainstream schools.

The models and perspectives offered in this question are by no means exhaustive but cover a range which most subject teachers should have some knowledge of, although this may be limited according to training opportunities. The option of adding alternative models or perspectives or even none of the the examples indicated has been included for this reason:

Model/perspective (The number of respondents is shown in brackets)	Teachers describing as dominant practice
Medical model (Pupils difficulties are diagnosed)	37.0%(30)
Psychological model (Pupils are placed according to ability tests)	17.3%(14)
Individual model (Pupils are given support at parent's request)	60.5%(49)
Social model 1 (The school discourages labels and avoids stigmatising pupils)	14.8%(12)
Social model 2 (The school values diversity and encourages tolerance).	34.6%(28)
Post modern condition (There is no model or theory. Any approach is valid if it helps)	29.6%(24)
Nil responses	4.9%(4)

Table 29.

Subject teachers were unanimous in that 60.5% of them saw the individual model where pupils are given support at the request of parents as most reflecting practice in their schools. This contrasts sharply with the learning support teachers' perception that the post modern condition approach most closely reflected practice in the very same secondary schools, indicating an important difference in how subject teachers and learning support teachers perceive practice in their schools. Other models were perceived by subject teachers as moderately influential. The lowest response related to an approach which discouraged labelling and stigmatising pupils (14.8%) indicating, perhaps, that schools do tend to stigmatise some pupils. Of the 4.9% of teachers who did not answer this question, the main reason given was that they simply did not know enough about special educational needs in general. One Principal Teacher of English

cynically described a model used in her school which she named the 'non-proactive approach'. Her description of this approach was as follows:

> Records of needs are discouraged and there is no screening procedure. Referrals to psychological services for assessment are severely restricted to 4 per year with behaviour referrals taking precedence over everything else.

Does special education need a new concept model on which to base practice?

Subject teachers responses to whether special educational needs needs a new model on which to base practice

(The number of respondents is shown in brackets)

Yes	19.8%(16)
No	21.0%(17)
Don't know	59.3%(48)
No response	0.0%(0)

Table 30.

The highest response to this question was in the 'don't know' category with 59.3% of subject teachers stating that they were not sufficiently informed about how special education is conceptualised at present. One reason given for this lack of awareness was 'inadequate resources and staff'. Of those subject teachers who commented on why they selected 'don't know', many were having problems 'defining the role of learning support teachers and wanted a 'clearer specification of their remit.' One teacher suggested that:

> There is too much jargon associated with special education. Just as you get a handle on it, the labels change or a more up to date theory is in vogue.

Another considered that the lack of a clear concept underpinning special education had

led to organisations such as the British Dyslexia Association being able to 'hijack our limited learning support teachers and resources to support the children of the rich middle classes at the expense of other children.' There is a suggestion here that perhaps some subject teachers may regard learning support as arbitrary in nature. However, this view particularly reflects the majority of subject teachers' earlier perception that the individual model is the dominant influence on practice in their schools.

Would the construction of a new theory in special educational needs help to clarify practice?

Subject teachers responses to whether special education needs a theory of its own on which to base practice.
(The number of respondents is shown in brackets)

Yes	45.7%(37)
No	13.6%(11)
Don't know	38.3%(31)
Nil response	2.5%(2)

Table 31.

Many of the respondents (45.7%) agreed that special education requires to have a theory of its own with a further 38.3% unsure due to lack of information about the field. Many teachers simply did not feel well enough informed to make this judgement although most agreed that there is a problem with the field. For at least one respondent, special education is a minor concern: 'SEN plays a very small part in my day' and of those who opposed the prospect of theorising special education one suggested that theorising simply diverted attention from the real issue: 'all models have shortcomings and limitations; the real problem is poor levels of support'.

Principles regarded by subject teachers as an essential basis for special education

Values/principles	Very important	Reasonably important	Important	Slightly important	Least important	NR
(The number of respondents is shown in brackets)						
Social justice	25.9%(21	29.6%(24)	23.5%(19)	9.9%(8)	9.9% (8)	1.2%(1)
Value of diversity	63%(51)	16.0%(13)	8.6%(7)	8.6%(7)	3.7%(3)	00%(0)
Rights/empowerment	22.2%(18)	17.3%(14)	29.6%(24)	22.2%(18)	2.5%(2)	6.2%(5)
Continuum of need	7.4%(6)	22.2%(18)	22.2%(18)	17.3%(14)	30.9%(25)	00%(0)
Focus on the curriculum	13.6%(11)	17.3%(14)	14.8%(12)	22.2%(18)	32.1% (26)	00%(0)

Table 32.

The most important principle which should form an essential basis for special education was regrded by an overwhelming majority (63%) as 'value of diversity and difference amongst pupils.' Social justice was also seen as important. However, Warnock's continuum of need matched by a continuum of provision was least popular amongst this group along with an HMI focus on the curriculum as the source of learning difficulties.

Are all pupils in secondary schools valued and accepted regardless of ability?

Subject teachers' responses to whether secondary schools actually value and accept pupils regardless of ability at present.

(The number of respondents is shown in brackets)	
Yes	33.3%(27)
No	65.4%(53)
Don't know	00%(0)
Nil response	1.2%(1)

Table 33.

Like learning support respondents, most subject teachers (65.4%) felt that mainstream secondary schools do not value and accept pupils regardless of ability. The main reason given was 'lack of investment in resources and support staff' although it was also suggested that 'personal attitudes from some teachers towards pupils with special needs are very damaging.' Another teacher stated that 'pupils are accepted regardless of ability by teachers but not by the league table compilers and target-setters.'

Is it possible for secondary schools to become inclusive in a way which accepts and values pupils regardless of ability?

Subject teachers' responses to whether it is possible for secondary schools value and accept pupils regardless of ability.

Yes	80.2%(65)
No	19.8%(16)
Don't know	00%(0)
Nil response	00%(0)

Table 34.

Asked whether value of pupils was possible regardless of ability the vast majority were optimistic. Of those who commented, once again, the best means to achieve this ideal was given as 'resources and additional specialist staff'.

Potential barriers to inclusion in mainstream secondary schools

Potential Barriers to inclusion	**No.of LSS selecting**	**% of total response**
a.A belief that integration is not in the interests of all pupils.	45	55.6%
b.Teachers don't feel equipped to address some pupils needs.	75	92.6%
c.Mainstream school buildings don't cater for some pupils with special educational needs.	44	54.3%
d.The mainstream curriculum doesn't cater for some pupils with special needs.	64	79.1%
e.Some teachers and parents don't want inclusion.	35	43.2%
f.Pupils with special needs may affect exam results.	14	17.3%
g.The government won't spend the money on provision for SEN.	42	51.9%
h.Separate departments for special needs pupils reinforce the notion of separateness. undermining inclusive approaches.	09	11.11%
i.Others not listed.	05	06%

Table 35.

Almost all of the subject respondents (92.6%) in this survey felt ill-equipped to address the needs of pupils with special educational needs. A further 79.1% believed that the mainstream secondary school curriculum does not cater for some pupils with special educational needs and this was consistent with the 54.3% selecting statement a who thought that a belief existed that integration of some pupils to mainstream secondary school was not in some pupils' best interests. Notably, subject teachers did not see the existence of a separate learning support department as a significant barrier to inclusion. Other suggested barriers included lack of any positive leadership by learning support specialists in Scotland, parents' perceptions of the role of learning support, underlying ignorance and prejudice and lack of staff development on SEN

issues.

The importance of inclusion to subject teachers as a goal in special education.

(The number of respondents is shown in brackets)

Responses	**% of total response**
Very important	51.9%(42)
Quite important	40.7%(33)
Unimportant	7.4%(6)

Table 36.

Although the majority of subject teachers (51.9%) were in favour of inclusion, a number indicated that they had reservations about inclusion for its own sake. Concern was expressed about adequate resourcing in particular. There was scepticism about the purpose of inclusion: 'it must not be done to save money or in a way which has a negative effect on others in schools.' One subject teacher who saw inclusion as unimportant was concerned about the arbitrary nature of special education in mainstream secondary schools and regarded the quality of teaching in special schools as 'superior.' Another who saw inclusion as quite important commented that 'inclusion in a mainstream mixed ability class was probably more damaging than helpful for many pupils.' Inclusion was also perceived as having wider social and political implications. As one teacher wrote, 'Inclusion is not just an educational issue, its role in tackling poverty is crucial.' Finally, inclusion of 'pupils who exhibit appalling behaviour' was regarded as an additional issue worthy of consideration.

The role of categorisation: to what extent is categorisation according to need regarded as an important element in special education?

Statement	Strongly agree	Agree	Disagree	Strongly disagree	NR
(The number of respondents is shown in brackets)					
a.Categorising pupils according to ability or needs encourages the view that educational dificulty is the child's fault.	4.9%(4)	22.2%(18)	46.9%(38)	22.2%(18)	3.7%(3)
b.Some categories are too general, distorting teachers perceptions of individual abilities eg. Not all physically disabled are the same.	22.2%(18)	60.5%(49)	12.3%(10)	2.5%(2)	2.5%(2)
c.Provision in SEN should be based on a continuum of educational difficulty.(Continuum means placing a pupil at one point along a line of ability, according to his/her degree of difficulty)	14.8%(12)	51.9%(42	21.0%(17)	2.5%(2)	9.9%(8)
d.Avoiding categorisation leads to inaction and neglect.	28.4%(23)	53.1%(43)	13.6%(11)	2.5%(2)	2.5%(2)
e.Not all pupils fit into categories on a continuum of need (eg. dyslexics)	30.9%(25)	55.6%(45)	4.9%(4)	00%(0)	8.8%(7)
f.Whether teachers construct categories or not, differences among pupils will remain.	45.7%(37)	43.2%(35)	2.5%(2)	00%(0)	8.6%(7)
g.Recording should continue to be the main source of acknowledging /protecting the rights of SEN pupils.	25.9%(21)	54.3%(44)	7.4%(6)	3.7%(3)	8.6%(7)

Table 37.

On the whole subject teachers were in favour of categorisation with 46.9% disagreeing with statement (a). On the continuum of need and the Recording system, some subject teachers were less sure, stating that they did not feel confident enough in their knowledge or experience of special education to comment. 95.5% of subject teachers did, however, agree that not all pupils fit into categories on a continuum of need.

The extent to which labelling according to needs is necessary to ensure a pupil's right to an appropriate education

(The number of respondents is shown in brackets)

Responses	**% of total response**
Very important	54.3%(44)
Quite important	37.0%(30)
Unimportant	7.4%(6)
Nil responses	1.2%(1)

Table 38.

Subject teachers were clearly in favour of categorisation with 91.7% perceiving it as very important or important. One of these respondents justified the importance of categorisation as follows:

> Education is not unlike medical advances. As knowledge increases and the nature of problems becomes more exact, help can be targetted more precisely or exactly. I'd rather be treated for a trapped nerve than a sore back!

One subject teacher appeared to question the arbitrary nature of categorisation by suggesting that 'psychologists determine who gets what in secondary schools. Categorisation depends on their time and budget.'

Statement	Strongly agree	Agree	Disagree	Strongly disagree	NR
(Figure in brackets is the total number of respondents)					
a. LS teachers should positively discriminate resources and support in favour of disadvantages children and those with SEN.	14.8%(12)	51.9%(32)	20.98%(32)	9.9%(8)	2.5%(2)
b.All children are special including able pupils. There's no need to discriminate resources in favour of some pupils.	18.5%(15)	21.0%(17)	49.4%(40)	4.9%(04)	6.2%(5)
c.LS teachers should challenge disciminatory practices in schools.	55.6%(45)	39.5%(32)	4.9%(04)	00%(00)	0%(0)
d.Parents have a right to expect additional resources and individual attention for their child if he has SEN.	42%(34)	46.9%(38)	6.2%(05)	1.2%(01)	3.7%(3)
e. All children should have the right have the right to attend the same school as their peers.	14.8%(12)	48.1%(39)	28.4%(23)	6.2%(05)	2.5%(2)
f. Inclusion is about empowering young people with SEN. They should have the right to articulate their wants as opposed to their needs.	19.8%(16)	44.4%(36)	19.8%(16)	7.4%(6)	8.6%(7)
g. The able-bodied do not have the right to make decisions for the disabled.	22.2%(18)	39.5%(32)	24.7%(20)	3.7%(03)	9.9%(8)

Table 39.

Subject teachers most strongly agreed that learning support teachers should challenge discriminatory practices. Only 4.9% of subject teachers disagreed with this statement. Statement (b) where 49.4% of respondents disagreed with the statement that there was no need to discriminate resources in favour of pupils, appears to confirm that most subject teachers would discriminate resources in favour of pupils with special educational needs. It was also generally felt that parents did have a right to expect individual attention and additional resources if their child had special educational needs.(42%).

The importance of empowerment and rights in special education

Subject teachers were asked to consider and estimate the importance of right and empowerment overall in special education. Responses were as follows:

(The number of respondents is shown in brackets)

Responses	**% of total response**
Very important	58.02%(47)
Quite important	40.7%(33)
Unimportant	1.2%(1)
Nil responses	00%(0)

Table 40.

Most subject teachers ranked empowerment as very important. However, the one teacher who disagreed suggested that empowerment as an ideal was problematic when taken to its logical conclusion:

> This ideal only works in theory. If everyone exercised rights to self-determination chaos would result. There will always be conflict between idealism and pragmatism. If EBD (emotional and behavioural difficulties pupils) is included, have those children the right to disrupt the education of others? What about others pupils' rights?

This subject teacher's sentiments appear to reflect those of Roger Slee discussed earlier where he claims that changes in the language used to reflect ideals in special education presents a 'politically correct facade to a changing world.' The use of terms such as empowerment in special educational needs may be politically correct, however, translating such ideals into practice is another matter and carries with it more complex implications. Of the 58.02% teachers who saw empowerment as very important, some suggested that this was only if inclusive schooling was properly resourced. 'At present, the rights of some lead to a dilution of limited resources for others. One person's rights

should not affect another's.'

With which issues should staff development in special educational needs concern itself?

Issues for staff development (The number of respondents is shown in brackets)	**% of responses**
a. Developing effective support strategies for pupils with SEN.	90.1%(73)
b. Producing a clearer definition of the concept of special education and clarifying roles of those involved.	45.7%(37)
c. Ending categorisation of special education as a separate field in education.	11.1%(09)
d. Ensuring social justice/empowerment of pupils with SEN.	50.6%(41)
e. The development of a non-dicriminatory language in SEN.	30.9%(25)
f. Promoting the view that diversity should be valued.	63%(51)
g. Encouraging collaborative practices in special educational needs	71.6%(58)
h. Producing a clear, all encompassing theory to support practice.	41.97%(34)
j. Other (Please specify)	00%(02)
(1.2% of respondents did not respond to this question)	

Table 41.

The vast majority of subject teachers (90.1%) opted for practical issues such as developing effective support strategies and collaborative approaches. Also given priority was the perception that promoting diversity and acceptance of differences amongst pupils should be valued. Subject teachers were clearly not keen on ending categorisation of SEN as a separate field within education with only 11.1% selecting this statement.

Special needs issues principles and goals in the future (subject teachers)

Future/emerging issues in special education (The number of respondents is shown in brackets)	% of responses
a. Inclusive schooling.	61.7%(50)
b.Social justice and rights of pupils with SEN.	58.02%(47)
c.Positive discrimination in favour of SEN pupils.	29.6%(24)
d. A new, more relevant concept of SEN.	40.7%(33)
e. More collabotative approaches to supporting SEN pupils.	58.02%(47)
f. More meaningful categorisation of pupils with SEN.	37.03%(30)
g. Other (Please specify)	4.9%(04)

Table 42.

Although there was no clear majority, most subject teachers saw inclusion as remaining an issue in special education for some time (61.7%). In fact respondents saw more or less all the issues listed as having some prominence. Four other issues were suggested. These were:

- the gradual disappearance of learning support departments in Scottish secondary schools.
- the inclusion of all staff in SEN policy instead of just learning support teachers.
- further clarification and redrafting of the roles of learning support teachers particularly with regard to cooperative teaching and collaboration.
- less time spent on the philosophy of special education and more on developing support strategies that actually work on pupils with learning difficulties.

A teacher who works closely with learning support expressed real concern at the remoteness of specialist staff due to increasing moves towards individual support:

> What struck me is that as a classroom teacher, I know very little and

that is perhaps a failing in the system - and to make this worse, I am interested in and work closely with the SEN staff. SEN tends to be seen as separate and not so approachable. The tendency is now for extraction and close work with specialist staff rather than the whole school approach.

Description of responses from parents of pupils with special educational needs (See appendix 3).

Although parents could not be expected to have as in depth a knowledge of school support systems and national and local policy as parents of children with a Record of Needs, many would have at least some impressions of their experience of special education support systems. Consequently, 14 of the key questions issued to teachers were also issued to parents for comparison of their perceptions of the field.

Who has responsibity for supporting pupils with special educational needs in secondary schools and how are they defined?

Title	**% of parents responses.**
The Department of Support for Learning.	24.7%(20)
The Special Educational Needs Department.	1.2%(1)
The Department of Effective Learning.	00%(0)
The Learning Support Department.	67.9%(55)
There is no discreet department.	3.7%(3)
Other name.	2.5%(2)
Nil responses	00%(0)

Table 43.

The majority of parents were most familiar with the title, The 'Learning support Department', however, 3 parents in one local authority selected 'Support Services' in keeping with subject and learning support teachers in the same school. Parents

responses were in agreement with subject teachers on the whole.

Parents' preferred language to define those with responsibility for pupils with special educational needs.

Asked to select their preferred title for those with responsibility for special educational needs in mainstream secondary schools and comment on the reason for their choice, parents responded as follows:

Selected Title	**Percentage of parents selecting this title.**
The Department of Support for Learning.	14.8%(12)
The Special Educational Needs Department.	1.2%(1)
The Department of Effective Learning.	16.0%(13)
The Learning Support Department.	28.4%(23)
There is no discreet department.	6.2%(5)
Not bothered	18.5%(15)
Nil response	14.8%(12)

Table 44.

Many parents (18.5%) indicated that they had no strong feelings or did not care what title they would choose to define the department responsible for ensuring an appropriate education for their child. Like subject teachers, the most popular choice 'because it's familiar' was 'The Learning Support Department', although there was no clear agreement amongst parents on this. Many parents simply did not see the title or name of the department responsible as an issue. Of those who did not respond, many indicated that this was because they 'didn't know' or that they had 'no preference'. One parent commented, 'The name is irrelevant, it's the support that they give that matters.'

The causes of educational failure

Although the same categories ' curriculum, child and environmental issues were included in this question as with other groups, the questions were stated in plain English, using an example to take account of parents potential lack of knowledge of educational terms.

Suggested cause of failure (Figure in brackets is the total number of respondents)	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**	**NR**
a.A problem in the curriculum.	12.3%(10)	50.6%(41)	32.1%(26)	2.5%(2)	2.5%(2)
b. Child failure.	12.3%(10)	49.4%(40)	28.4%(23)	7.4%(6)	2.5%(2)
c. Environmental issues.	6.2%(5)	56.8%(46)	33.3%(27)	1%(1)	2.5%(2)
d. The child, the curriculum and factors outside of school.	29.6%(24)	54.3%(44)	13.6%(11)	00%(00)	2.5%(2)

(3.7% of respondents suggested other causes of educational failure)

Table 45.

The most popular reason for educational failure was a combination of factors including the child, curriculum and factors outside of school, with 86.4% of parents strongly agreeing or agreeing with statement (d). However, 62% of parents agreed that children do not progress in school because of their own difficulties. Other reasons suggested included 'schools' lack of resources', 'the negative attitudes to pupils with special educational needs of their peers' and 'existing organisational structures in mainstream secondary schools which do not take account of individual needs and offer little flexibility to meet specific needs.'

The relative importance given to the roles of learning support teachers by parents

Although learning support and subject teachers were more likely to have direct

experience of the roles of learning support teachers, at least some degree of awareness about the range of services available to support their child was also considered important in revealing teachers and parents perceptions. To avoid confusion, staff development and consultancy were merged as one service offering support to teachers.

Role description	**very important**	**quite important**	**unimportant**	**NR**
(Figure in brackets is the total number of respondents)				
a.1-1/small group teaching.	84.0%(68)	13.6%(11)	1.2%(1)	1.2%(1)
b.Writing/differentiating materiall.	56.8%(46)	25.9%(21)	17.3%(14)	00%(0)
c.Cooperative teaching.	60.5%(47)	33.3%(27)	3.7%(3)	2.5%(2)
d.Special training to inform subject teachers about needs.	88.9%(72)	8.6%(7)	00%(0)	2.5%(2)
e.Liaison with external agencies.	50.6%(41)	39.5%(33)	9.9%(8)	00%(0)
(14.8% of parents suggested other important roles for learning support teachers)				

Table 46.

Two roles were regarded by parents as being most helpful to their child. These were special training to inform subject teachers about pupils needs and 1-1 support. Although selected by a number of respondents as very important, writing/differentiating materials was regarded as the least effective role in relation to helping pupils. Parents also described SEN assistants, speech and language therapists and peer support as effective.

Models which best describe the approach to current practice in secondary mainstream schools according to parents.

Once again, the models and perspectives offered in this question were stated in terms which avoided educational jargon and gave an example to clarify meaning. Parents were also given a 'none of the above' option:

Model/perspective (Figure in brackets is the total number of respondents)	% of Parents describing as dominant practice
Medical model (Pupils difficulties are diagnosed)	43.2%(35)
Psychological model (Pupils are placed according to ability tests)	51.9%(42)
Individual model (Pupils are given support at parent's request)	53.1%(43)
Social model 1 (The school discourages labels and avoids stigmatising pupils)	7.4%(06)
Social model 2 (The school values diversity and encourages tolerance).	38.3%(31)
Post modern condition (There is no model or theory. Any approach is valid if it helps)	48.1%(39)
Concept other than the above **(5% of respondents did not answer this question)**	00%(0)

Table 47.

Although not by a significant majority, most parents (53%) selected the individual model where pupils receive additional support following parental request as best underpinning practice in their child's school, with the psychological model a close second on 52%. Only 7% of parents favoured an approach which discouraged labelling or categorisation of need.

Parents' favoured approach to special educational needs in mainstream secondary schools

As users of the service, parents were asked to state which, if any, of the models and approaches listed in the previous question, they preferred. There was also an option to select none or more than one of the approaches listed or identify an alternative approach:

Model/perspective (Figure in brackets is the total number of respondents)	**Parents choice of approach**
Medical model (Pupils difficulties are diagnosed)	33.3%(27)
Psychological model (Pupils are placed according to ability tests)	19.8%(16)
Individual model (Pupils are given support at parent's request)	18.5%(15)
Social model 1 (The school discourages labels and avoids stigmatising pupils)	3.7%(3)
Social model 2 (The school values diversity and encourages tolerance).	30.9%(25)
Post modern condition (There is no model or theory. Any approach is valid if it helps)	44.4%(36)
Concept other than the above	3.7%(1)
(4% of respondents did not answer this question)	

Table 48.

Although there was no significant majority in favour af any one approach, parents most popular approach by choice (44.4%) was post modern condition where no specific model or theory underpins practice but instead any approach is valid if it helps. Parents also favoured the model which encourages tolerance and values diversity and a number also selected an older, medical model in which pupils difficulties are diagnosed

then addressed. The least popular model listed was social model 1, arguably reflecting parents' support for categorisation.

Does special education need a new concept model on which to base practice?

Parents were also asked the key question concerning their views on the need for reconceptualisation of special education having looked at the range of past and modern approaches to supporting pupils with special educational needs.

Parents' responses to whether special educational needs needs a new model on which to base practice

(Figure in brackets is the total number of respondents)

Yes	29.6%(24)
No	32.1%(26)
Don't know	38.3%(31)
Nil response	00%(0)

Table 49.

32.1% of parents did not see the importance of reconceptualising special education. However, 67.9% either agreed that there should be a new model or approach on which to base practice or didn't know. Responses to this question were accompanied by a high number of comments, many indicating what parents perceived to be real problems in the field. Most were critical of inflexible secondary school curriculum and organisation, the size of classes and lack of resources and trained staff. Concern was also expressed about subject teachers' 'lack of knowledge about special educational needs' pupils.

Are all pupils in secondary schools valued and accepted regardless of ability according to parents perceptions?

Parents responses to whether secondary schools actually value and accept pupils regardless of ability at present.

(Figure in brackets is the total number of respondents)

Yes	59.3%(48)
No	27.2%(22)
Don't know	12.3%(10)
Nil responses	1.2%(1)

Table 50.

59.3% of respondents felt that their child was valued and accepted regardless of his or her abilities. Of those who did not feel that this was the case (27.2%), most came from the additional parent responses group contacted through community education. Of the small number who commented the most consistent response was that acceptance of pupils regardless of abilty depended on the attitudes of individual teachers .

How important is it that secondary schools become inclusive in a way which values and accepts pupils regardles of ability?

Parents views in the importance of inclusive values regardlesss of ability

(Figure in brackets is the total number of respondents)

Very important	91.4%(74)
Quite important	8.6%(7)
Unimportant	00%(0)
Nil responses	00%(0)

Table 51.

Parents showed overwhelmingly that they regard acceptance and value of pupils regardless of ability as an essential principle underpinning inclusive approaches in education. Only 8.6% selected no. Reasons given for this were that inclusion is superficial. One parent suggested that:

Schools proclaim that they value children as individuals but day to day practice can be very different in my son's school.

Once again this comment raises the issue of the difficulty which teachers experience when they try to translate ideals into practice. Other parents indicated an awareness of uneven approaches in how individual teachers value diversity with one stating that 'it sometimes comes down to just one teacher.' Another suggested that 'schools value pupils according to how clever they are. Although this current theory(inclusion) is good practice, teachers don't follow it through.'

The extent to which labelling according to needs is necessary to ensure a pupil's right to an appropriate education

(Figure in brackets is the total number of respondents)

Responses	**% of total response**
Very important	54.3%(44)
Quite important	29.6%(24)
Unimportant	16.04%(13)
Nil responses	00%(0)

Table 52.

Not labelling a child's needs was felt by at least one parent to 'make it difficult for subject teachers to know how to deal with the child with special educational needs even though only 16.04% of parents saw this as unimportant. The majority saw it as very important or quite important (84%) providing children weren't 'pidgeonholed for the sake of giving their problems a label.' One parent in favour of categorisation suggested that 'children and parents who know what their problems are, are empowered. They can access information and support.' Of those who opposed labelling according to need, one parent was concerned about learned helplessness. 'A child can identify too strongly with a label and underachievement can be reinforced.' Another stated that in secondary schools 'children hate to be labelled or seen as different.'

The relative importance to parents of other beliefs and issues in special education

Although it could not be assumed that parents would be knowledgeable about issues in SEN, it was felt that on the the three most common issues: positive discrimination, inclusion and rights, parents would be able to respond at least in general with the opportunity to comment in more detail as an additional option:

Issue	Very important	Quite important	Unimportant	NR
Positive discrimination in favour of SEN pupils.	86.4%(70)	12.3%(10)	1.2%(1)	0%(0)
Pupils attend the , same shool as their peers regardless of special needs.	53.1%(43)	32.1%(26)	13.6%(11)	1.2%(1)
Pupils with SEN having more say in their own provision.	63.0%(51)	34.6%(28)	2.5%(2)	0%(0)

Table 53.

Parents were unanimous in supporting positive discrimination in favour of children special educational needs (86.4%). Pupils having more say in their own provision was also seen as important because 'it enhances a child's level of commitment if he is consulted.' A number of parents felt that parents should also have a say. Again concerns were raised about insufficient resources and class sizes. It was also suggested by one parent that 'children need to be trained to make choices. They are often ill-prepared and don't have the information to make decisions.' Parents were slightly less keen on pupils attending the same school as their peers regardless of the extent of needs (53.1%). Again, parents were sceptical about sufficient levels of support being available for some pupils in a mainstream environment: 'Resources are not always available for pupils to attend the same school as their peers even though this can boost their self-esteem.'

Parents perceptions of the effectiveness of mainstream secondary schools in supporting young people with special educational needs.

This question asked parents for their views on the overall effectiveness of mainstream secondary schools in supporting their child on the whole. There was also a 'don't know' option for parents who were unsure:

Response	**% of total response**
(Figure in brackets is the total number of respondents)	
Very effective	17.3%(14)
Quite effective	59.3%(48)
Ineffective	13.6%(11)
Don't know	9.9%(8)
Nol responses	00%(0)

Table 54.

Parents were not enthusiastic about the effectivess of support for their child in secondary school with the majority opting for 'quite effective' (59.3%). Again there were a number of additional comments made in relation to smaller class sizes and staff training in special educational needs. One parent's reason for describing her son's school as 'quite effective' was due to lack of 'staff training in dealing with SEN pupils and pupils' awareness and involvement in provision' Some parents wanted their child to focus on 'English language rather than a foreign language' and others thought that 'schools vary from subject to subject.' The most common comment again concerned lack of specialist staff.

How parents would change secondary schools in order to be more helpful to young people with special educational needs.

41parents (51% of respondents) commented in response to this question with a range of suggestions. The most popular suggestions made by parents were as follows:

Suggested improvements (Figure in brackets is the total number of respondents)	% of total response
More learning support staff	12.3%(10)
Better or increased training in SEN for subject teachers	11.1%(9)
More consistent approaches to supporting pupils with SEN within secondary schools.	4.9%(4)
A less rigid approach to the curriculum/timetable	3.7%(3)
Lack of resources/finance.	3.7%(3)
More consistent approaches to supporting SEN pupils amongst local authorities.	2.5%(2)
Increased awareness about the problems of dyslexic pupils.	1.2%(1)
Too much focus on academic exams and priority given to academic pupils.	04%(03)
Greater tolerance/acceptance of 'different' pupils.	2.5%(2)
Increased consultation with parents parents	2.5%(2)
Increased consultation with pupils.	2.5%(2)

Table 55.

Inadequate levels of support were the main concern of parents (12.3%) as well as increased and improved training in SEN for classroom/subject teachers (11.1%) reflecting earlier responses in this questionnaire. Notably 49% of parents who responded to this questionnaire did not comment at all in answer to this question either leaving the space blank or placing a question mark indicating a lack of knowledge or awareness of how secondary schools might provide a better service for pupils with special educational needs.

Issues and principles that parents would consider as an important basis for special education (Future trends)

Values/principles	Very important	Reasonably important	Important	Slightly important	Least important	NR
(Figure in brackets is the total number of respondents)						
Social justice	19.8%(16)	28.4%(23)	19.8%(16)	19.8%(16)	7.4%(6)	4.9%(4)
Value of diversity	61.7%(50)	11.1%(9)	14.8%(12)	3.7%(3)	6.2%(5)	2.5%(2)
Rights/empowerment	23.5%(19)	21%(17)	27.7%(22)	17.3%(14)	6.2%(5)	4.9%(4)
Continuum of need	23.5%(19)	12.3%(10)	14.8%(12)	29.6%(24)	8.6%(7)	11.1%(9)
Focus on the curriculum	9.9%(8)	9.9%(8)	16%(13)	8.6%(7)	51.9%(42)	3.7%(3)

(Additional note: 4% of parents did not respond to this question)

Table 56.

61.7% of parents, a substantial majority, saw value of differences and diversity amongst pupils as the most important factor which should underpin practice in special educational needs. This was in common with learning support and subject teachers. Social justice and rights issues were attributed some importance, however the least popular principle on which to base practice in special education, at least in the eyes of parents, was focusing on the curriculum as the source of learning difficulties. 51.9% of parents saw this as being of least importance. This was consistent with parents earlier views on adapting curriculum materials and differentiation as the least important role of learning support staff.

Description of responses from pupils with Records of Needs (See appendix 4).

It has been stated that:

> .....the voices of pupils with special educational needs are normally silenced by professional discourses and some effort is required to incite the pupils to speak. (388)

If one accepts this statement, it would be inappropriate to discuss assumptions, principles and goals in special education without consulting those whose interests the special education field purports to represent; pupils with special educational needs. Although pupils with Records of Needs could not be expected to respond to key questions regarding concept models, it was considered likely that these respondents would be able to comment on their experiences of the system as clients and, like parents of pupils with special educational needs, many would have at least some clear impressions of their experience of special education support systems to enable comparison with those of the other two groups. Of the 75 pupils with a Record of Needs who responded, the secondary school mainstream groups were as follows:

Yeargroup	**% of recorded pupils' responses.**
S1	18.7%(14)
S2	28.0%(21)
S3	22.7%(17)
S4	16.0%(12)
S5	10.7%(8)
S6	4.0%(3)

Table 57.

69.4% of respondents were in S1-S3 at the time of the survey. A further 30.7% were in S4-S6. This meant that the bulk of respondents were aged 12-15 years.

Pupils awareness of the Record of Needs

Although pupils were asked whether they were aware that they had a record of needs they were not asked to explain why they were recorded, at the request of some local authorities as this was thought to be potentially insensitive. The purpose of this question was to establish whether a pupil was actually aware that he/she had special educational needs.

Awareness of RON	% of pupil response
(Figure in brackets is the total number of respondents)	
Yes	76%(57)
No	5.3%(4)
Don't know	17.3%(13)
Nil responses	1.2%(1)

Table 58.

Surprisingly, 23% of respondents were not aware, or thought that they did not have a Record of Needs, even though all schools returning questionnaires had clearly indicated that all of the pupils in the group selected were recorded. These were mainly younger pupils. However this raises questions about how far schools involve pupils in their own educational provision.

Awareness of extra help at school.

Pupils were asked whether they received addditional support at school

Awareness of extra help	% of pupil response
Yes	80%(60)
No	8%(6)
Don't know	1.3%(1)
Nil responses	10.6%(8)

Table 59.

The majority of recorded pupils indicated that they have additional help at secondary school although a significant number seemed unaware of whether provision for them was additional or alternative. Only 8% said that they received no additional help.

The main source of additional help for pupils with a Record of Needs.

This question was asked in order to establish pupils' perceptions of the main source of special educational needs support in mainstream secondary schools. Pupils were invited to select more than one source where appropriate.

Sources of support	**Pupils response**
(Figure in brackets is the total number of respondents)	
Subject teachers	44%(33)
Learning support teachers	92%(69)
A visiting teacher	17.3%(13)
Other (Please specify)	16%(12)

Table 60.

The other main sources of support decribed by pupils were: special needs auxiliaries, nurses, parents, sixth form pupils and in two cases, no support was offered. Almost all pupils (92%) identified learning support teachers as the main source of additional support with subject teachers offering support to a lesser degree.

Pupils with special educational needs responses to additional or alternative help.

Although this question was for qualitative purposes, 59 of the 75 respondents gave their perceptions about the support they received. Because of the similarity of responses, it was posible to group these as follows:

Range of responses given	% of responses
I'm happy about it. It's OK	42.7%(32)
I'm grateful/thankful for it.	6.7%(05)
I benefit from it/find it helps me.	6.7%(05)
I don't like it but it does help.	1.3%(01)
It's too much. I can manage myself.	2.7%(02)
It makes me feel different.	1.3%(01)
I couldn't keep up without it.	4%(03)
I can't catch up with the work I miss when I'm taken out of class.	4%(03)
I don't feel comfortable but I just put up with it.	3%(02)
Don't mind it in class but hate being taken out.	4%(03)
It's inconvenient.	1.3%(01)
Not all teachers offer the same support.	2.7%(02)
It helps my concentration.	1.3%(01)
It helps my behaviour.	1.3%(01)
Nil responses	17.3%(13)

Table 61.

The majority of pupils who responded indicated that they were 'OK' with additional support because they needed it and some depended on it, although some individuals disliked being 'singled out' from other pupils and many commented that they liked support which was 'not obvious'. An example of this type of support was 'help in a class with other pupils who also get help.' Other pupils expressed concern about 'difficulty in catching up with work missed in class' when they were extracted from subject classes for additional help.

Type of special educational needs support preferred by pupils.

Pupils were asked to indicate which of the roles of learning support they found to be most helpful to them and therefore, most effective in their opinion. Pupils were asked to select only one option. Results were as follows:

Type of support (Figure in brackets is the total number of respondents)	% of pupils reponse
In class with other pupils	28%(21)
In a small group with other pupils	22.7%(17)
On my own with the LS teacher	25.3%(19)
On my own with a visiting teacher	1.3%(1)
Using special worksheets which are easier to understand.	4%(3)
Other types of support	6.7%(5)
Nil responses	12%(9)

Table 62.

In general, pupils' responses to this question were mixed. 50.7% preferred an approach to support in which help which was given in a classroom or with another group of pupils presumably to avoid being singled out. However, a significant number (25.3%) chose one to one support from a learning support teacher. Least popular options were special worksheets and not at all popular was the involvement of visiting specialist teachers. Other helpful forms of support listed by pupils were access to computers and laptop computers, working with subject teacher on a one to one basis and SQA special arrangements.

Frequency of addtional support.

The purpose of this question was to establish the amount of time per week in which pupils with special educational needs perceived themselves to be in receipt of additional or alternative support. This would also give some indication of the distribution of support.

Time allocation per week **(Figure in brackets is the total number of respondents)**	**% of responses**
a. One period per week.	20%(15)
b 2 periods per week.	12%(9)
c. 3 periods per week.	5.3%(4)
d. More than 3 periods per week	48.0%(36)
e. No special times.	14.7%(11)

Table 63.

Half of the respondents saw themselves as being in receipt of substantial timetabled additional help totalling more than 3 periods per week with only 14.7% indicating that they received no continuous or timetabled help.

Models which best describe the approach to current practice in secondary mainstream schools as experienced by pupils.

Like learning support teachers, subject teachers and parents, pupils were asked to identify the models or approaches which best described the kind of help they received. As with parents the use of technical jargon was avoided and each model was described in terms of an example. Pupils were also permitted to select more than one approach if it was appropriate.

Model/perspective **(Figure in brackets is the total number of respondents)**	**% Pupils describing as dominant practice**
Medical model Pupils had their own individual programme to address their diffiiculties.	8.7%(29)
Psychological model (Pupils are placed according to ability tests)	50.7%(38)
Individual model (Pupils are given support at parent's request)	33.3%(25)
Social model 1 (The school discourages labels and avoids treating pupils differently)	20%(15)
Social model 2 (Pupils are allowed a say in the kind of support they receive).	30.7%(23)
Post modern condition (Any approach is valid if it helps)	49.3%(37)
Don't know/No response	2.7%(2)

Table 64.

Pupils perceived a combination of two approaches as the dominant models influencing learning support. These were the psychological model (50.7%) where ability testing is the basis for support and post-modern condition where any approach which helps is used (49.3%). Learning Support teachers also selected this model as a strong influence on their practice. Social model one was the least frequent approach chosen indicating that pupils with Records of Needs do, on the whole, feel that they are treated differently from other pupils.

The relative profile given to the roles of learning support teachers by pupils

Although pupils would not be able to comment to any degree on the relative importance of the roles of learning support teachers, it was expected that they would have at least some degree of awareness about the range of services available to support them. Their estimated perceptions of the profile given to these roles would provide at least some indication of the approach to special education most commonly adopted by the school.

Role description	**often**	**sometimes**	**never**	**don't know**	**NR**
(Figure in brackets is the total number of respondents)					
a. 1-1/small group teaching.	21.3%(16)	54.7%(41)	9.3%(07)	12%(9)	2.7%(2)
b. Working in class with teacher.	38.7%(29)	48%(36)	5.3%(04)	6.7%(5)	1.3%(1)
c. Having meetings with parents and others about how you are getting on.	21.3%(16)	53.3%(40)	2.7%(04)	22.7%(17)	0%(0)
d. Giving talks to teachers about how to help pupils	12%(9)	22.7%(17)	10.7%(8)	53.3%(40)	1.3%(1)
e. Writing special worksheets for some pupils can understand what to do better.	10.7%(8)	53.3%(40)	10.7%(08)	22.7%(17)	2.7%(2)
f. Writing worksheets for all pupils so they can understand better.	6.7%(5)	21.3%(16)	30.7%(23)	38.6%(29)	2.7%(2)

Table 65.

The most familiar role carried out by learning support staff, according to the perspective of pupils with a Record of Needs is that of cooperative teaching or offering support in class with 38.7% of pupils stating that teachers carried out this role most often. Working with individual pupils or groups was the next most familiar role. Not surprisingly, pupils didn't know whether learning support staff advised other teachers on apropriate forms of support (53.3%) and differentiation of teaching materials for all pupils in a class regardless of ability was the least familiar role with 30.7% of pupils suggesting that this role was never carried out. This may indicate that learning support and/or subject teachers do not see the role of the learning support teacher as supporting all pupils.

How pupils with special educational needs would change schools to make them more helpful.

This was an open ended question to which 54 of the 75 pupils responded with comments and suggestions. Of these respondents 35 were in S1-S3 and 19 were in S4 - S6. S1 to S3. Once again a number of pupils voiced similar concerns. The general pattern is outlined as follows:

Range of comments	**% of respondents**
(Figure in brackets is the total number of respondents)	
More one to one help	5.3%(04)
More access to computers/laptops.	04%(03)
No change. I like things the way they are.	08%(06)
Don't know.	04%(03)
More learning support teachers.	08%(06)
Slow down the pace of work.	04%(03)
Better worksheets/material I can work with.	9.3%(07)
More help in all subjects.	04%(03)
Smaller class sizes.	04%(03)
Fewer subjects and teachers.	2.7%(02)
More homework.	1.3%(01)

Teach teachers more about special needs.	10.7%(08)
Anyone should get help not just those with special needs.	2.7%(02)
Too much writing.	5.3%(04)
No response.	28%(21)

Table 66.

Clearly, pupils with special needs found subject teachers lacking in their understanding of the difficulties they faced and the level and quality of support offered was very much down to individual teachers themselves. Many suggested that some teachers were more helpful and understanding of their difficulties than others. Some pupils also stated that they had difficulty understanding the materials used in some subjects and others criticised the general lack of help available across subjects.

Summary of issues arising from questionnaire data.

Subsequent chapters will attempt to analyse the conditions that exist in special education, beliefs and attitudes that are held and trends that are developing in special education on the basis of the data described in this chapter. It is, however, possible at this stage to identify some of the key issues emerging from this data. Although this data has not been analysed in detail, key issues arising have been linked to the key research questions outlined earlier:

Extent to which stake holders have same perceptions of special education:

In general, stake holders in special educational needs were consistent in some respects regarding their views on current principles, goals and values, although there were some significant variations in the emphasis placed on major goals and values. Issues were as follows:

- there are clear differences in how learning support teachers, subject teachers, parents and pupils perceived the role and purpose of learning support in mainstream secondary schools.

- teachers on the whole regarded learning support staff as the most effective support mechanism for pupils with special educational needs and Initial Teacher Education as least effective support system. Teachers were less clear about who most influences views on how learning support should operate in mainstream secondary schools; learning support staff suggested themselves and HMI and subject teachers selected the local authority as the main influence.

- tensions arising from the inexplicit nature of the language, policy and guidelines associated with special education, caused some confusion. Much of the language associated with special education was regarded as idealistic, but problematic when translated into practice.

- new thinking and perspectives on special educational needs appears to have made little impact beyond learning support teachers in secondary schools. Most stake holder groups had different perspectives on which theoretical models most influenced practice in special education in their schools. Learning support teachers described the newer social creationist perspective and post modern models as having most influence on practice in their schools, whereas - even within the same schools - subject teachers and parents chose the individual model and pupils selected the psychological model as best describing the approach to practice with which they were most familiar.

Extent to which specific issues in special education remain valid:

Some issues in special education were considered as remaining valid, whereas others were described as outdated. For example, there was continued support amongst stake holders for positive discrimination of resources and support in favour of disadvantaged pupils and those with special educational needs, whereas the continuum of special educational needs was regarded as 'out of date'. The key issues were as follows:

- there was a general belief amongst its stake holders that special education is under-resourced.

- learning support teachers, subject teachers and parents would not choose to base practice in the field on a continuum of special educational needs.

- inclusion remains overall the most popular goal for all stake holders although it was significantly more popular with parents than teachers.

- the rights and entitlements of pupils with special educational needs were regarded as more important than inclusion by subject teachers although the majority of teachers and pupils saw it as very important.

- there was a general acceptance by stake holders that positive categorisation of special educational needs pupils was a necessity although learning support teachers were much less well disposed to categorisation than subject teachers and parents.

- all stake holder groups indicated a failure on the part of secondary schools to attach equal value to pupils regardless of ability. Only 17.3% of the parents of pupils with special educational needs regarded secondary schools as *very effective* in supporting their child.

Do stake holders believe that there is a problem with the concept of special education?:

- most stakeholders felt that there was a problem with the concept of special education.

- the majority of teachers felt that if special education had a theoretical analysis of its own, this would help to clarify practice in the field. A significant number did not feel that they knew enough about the field to comment.

- in general, parents, pupils and non-specialist teachers felt ill-informed about thinking, policy and practice in special educational needs.

What will the key issues be in the future?:

- learning support departments should continue to exist as separate departments in mainstream secondary schools.

- there is an urgent need for Initial Teacher Education and staff development in general to equip subject teachers with the knowledge and strategies required to address the needs of pupils with special educational needs. This remains a cause for concern despite recent initiatives in Scotland to address this problem. Virtually all of the subject teacher respondents in this survey regardless of which local authority, felt ill-equipped to address the needs of pupils with special educational needs and this was picked up by both pupils and parents.

- there is a need to find ways of involving young people and their parents to a greater extent in their own provision and training them to make choices in connection with their education.

- non-specialist teachers, parents and pupils need to be better informed about matters of policy and practice in special education.

- schools need to move towards tolerance of differences and diversity amongst pupils as a key objective in the future. All stakeholders regarded this principle as most important for inclusion in any future agendas.

CHAPTER NINE

Key informant interviews: A summary of responses.

> HM inspectors have found that a shared understanding of the concept of special educational needs is fundamental to planning and making effective provision at all levels of the education system. (389)

A series of key informant interviews were conducted between October 1998 and October 2000. Eighteen key personnel with knowledge of policy and practice at national level, education authority level and school level were approached for interview. These included 3 representatives from HMI, 1 from Higher Education, 2 National Development Officers, 8 representatives from local authority departments of education, (see appendix 5) 2 pupil representatives (see appendix 7) and 2 parent representatives. (See appendix 6) The majority of interviews were tape recorded and conducted face to face. These lasted between one and two hours and the remainder were conducted either via the internet or by telephone or correspondence for geographical reasons.

The purpose of these interviews was to establish the degree to which those who influence policy share the same perceptions as other stake holders in special education. It was also hoped that some informants would be able to indicate their impressions of future trends in special educational needs, since the majority have been involved to some degree in policy making at national level. In particular, their views on the key issues identified at the end of chapter eight were regarded as most important. According to Nachmias and Nachmias, social science researchers, the most structured form of interview in survey research is the 'schedule-structured interview, in which the questions, their wording, and their sequence are fixed and identical for every respondent.' This is done to ensure that:

> when variations appear between responses, they can be attributed to the actual differences between respondents, not to the interview. The researcher attempts to reduce the risk that changes in the wording of

questions, for example, might elicit differences in responses. (390)

Although the degree of knowledge of special education was varied, it was possible (with the exception of some questions for young people with special educational needs who could not be expected to reflect on concept models) to word a group of key questions and their sequence identically for all other key informants. In addition to key questions, it was possible to add other questions related to informants' background or area of expertise in face to face interviews, where appropriate, in order to obtain additional insights.

Perceptions of special education.

In chapter eight, it was stated that stake holders in special educational needs were consistent in some respects regarding their views on current principles, goals and values, with some significant variations in the emphasis. Key informants acknowledged that there were likely to be some variations in stakeholders' perceptions of the goals and values related to special educational needs although they were unsure of whether this was likely to have a negative impact. One local authority advisor felt strongly that 'a shared perspective of what we mean by SEN would be useful because it doesn't exist at present.' However, another, local authority based senior psychologist, attempted to rationalise these differences in stake holders' perceptions as inevitable because:

> these groups are working at different levels within the system and they have different pressures and priorities so it's difficult to get shared principles between all of these people operating at different levels. HMI through their policy documents inform the rest although I think there would be variations amongst Heads of Service and even amongst other groups.

HMI also acknowledged this likely difference in perspective in relation to the emphasis placed on values such as categorisation as inevitable, stating that categorisation is likely to be of more interest to parents because historically, they associate it with getting resources and additional support for their child:

> Parents may not see the concept the way we see it . They feel that they ought to be doing more to support their children and we agree with this but some parents want to perpetuate a labelling model where they want very specialist provision, whereas we might want to pursue a route of making more available within mainstream. That may seem simplistic but if you look at the history of SEN and the reason we had labels in the first place, it's because parents used medical labels basically to push for provision.

Yet another potential reason for these differences in perception was suggested by a National Development Officer who observed conflicts between what she regarded as outdated legislation in special educational needs and current thinking and practice. The legislative focus on labelling and the child deficit view of special education enshrined in the Education (Scotland) Act of 1980 (as amended) was regarded as restrictive. Both pupil and parent representatives interviewed, confirmed that they were aware of different perceptions of special educational needs amongst subject teachers due, in particular, to the very different and at times uneven nature of the support offered by different teachers.

When asked which principles underpinned practice in special educational needs key informants offered a mixture of responses. The 'ten distinctive features of special eductional needs at the secondary stage' in Effective Provision for Special Educational Needs (391) were mostly considered by HMI and National Development Officers as fundamental to special education needs in most Scottish mainstream secondary schools because they were 'based on consultation with teachers and all of those involved'. There was, however, some disagreement over the general approach to provision which underpinned these principles. Like subject teachers and parents in the previous chapter, one inspector saw the basic approach as 'individualised and the needs themselves as determined through a staged approach to assessment involving parents and, where possible, the child.' Other principles were, however, 'embedded in the legislation ie. the definition of special educational needs and statutory procedures for assessing and recording.' The suggestion here is that other principles have emerged since the

Education (Scotland) Act of 1980 attempted to define special educational needs and that current thinking and practice may conflict with or even be constrained by 'outdated' legislation as stated by a key informant earlier.

There was no clear pattern from local authority respondents, many of whom felt that principles and values were not consistent across schools and local authorities. Principles suggested were quite varied. This pattern was also confirmed by a parent who observed that in her experience, 'schools have individually developed models which best suit their school.' She also saw the 'Principal Teacher of Learning Support as having a highly influential role in this respect and inclusion, entitlement, participation and choice' as the most important principles on which provision should be based.

A whole range of approaches were described by local authority personnel. These included social, psychological, medical, rights and empowerment, pragmatic, access, inclusive and individualised approaches. Many described more than one approach. The individualised approach was marginally the most popular principle discussed. One National Officer described the principles underpinning special educational needs as 'faddish', having moved from a 'curriculum deficit approach back to an individualised, child-centred approach' in the last ten years. She also suggested that stake holders did not wish to and were never likely to share the same values:

> It is very important that stake holders share the same perceptions of special educational needs but they will never get to that stage because there are too many vested interests in the field.

The vested interests referred to here concerned parents who espoused separate categorisation, linking it to additional resources for their children, specialist teachers, special needs experts such as psychologists and oganisations such as those who earn a living from this approach. Sally Tomlinson (392) has also criticised the lucrative nature of special education and the ten-fold increase in 'experts working in the field and how this perpetuates a child-deficit model of education.

Policy and practice in special educational needs were criticised by a University Head of Department, who regarded both as unhelpful and unsatisfactory because of the way in which special educational needs is treated as a separate system in education:

> In policy, the principles are about equity, access and the needs of the individual but these are pursued in ways which separate out. In both policy and practice, we are a long way from inclusion.

In this case, the distinct nature of special educational needs in relation to the mainstream education system as a whole was considered to be a barrier to progress. Separate systems and approaches to supporting pupils with special educational needs is an important issue which will be discussed in more detail later in this chapter. In general, however, key informants responses also appear to confirm that there are fairly significant variations in what stake holders regard as the most important principles underpinning special education in Scotland.

Another important question concerned perceptions of the role and purpose of learning support staff in mainstream secondary schools. Initially four roles: cooperative teaching, consultancy, writing and adapting materials and one to one teaching were outlined by HMI (393) with staff development and liaison with a range of support agencies roles emerging later. As indicated in chapter eight, staff development had been considered by parent respondents as the most important role for learning support (because subject teachers' knowledge of effective support strategies was inadequate), whereas pupils preferred cooperative teaching or support in class, criticising one to one support by extraction as stigmatising. Subject teachers, on the other hand, saw one to one support as the key role for learning support staff, indicating that they saw pupils with special educational needs as the responsibility of the learning support teacher. Differentiation of materials was unanimously regarded as the least important role, because most respondents had little experience of it. As with the questionnaire responses in relation to these roles, there were very clear differences in the importance ascribed to them by key informants.

Of the eight local authority representatives, four considered all of the roles as important, with the exception of one to one support. Three others regarded one to one support as essential and one other selected staff development as the key role. The Head of a University Department also indicated that all the roles were equally valid and inseparable:

> It's hard to separate them out. I think they may all merge into one another For example, staff development and consultancy is often part of cooperative teaching and 1-1 tutorial support is best delivered within a course of teaching situations rather than being separate from the classroom or curriculum.

All three of HM inspectors suggested the ten roles for secondary learning support staff outlined in Effective Provision for Special Educational Needs, (394) the senior pupil interviewed selected special examination arrangements as the most helpful role and the S3 pupil with a Record of Needs agreed with pupil questionnaire respondents who preferred in class cooperative support.

National Development Officers also disagreed about the relative importance of learning support staff roles. One suggested that cooperative teaching was the most essential role whereas another saw consultancy as more important. There was also some evidence that learning support teachers did not accept recent changes in their role. A local authority Advisor in special educational needs observed that a lot of teachers in his local authority were generally unhappy with the individual approaches being 'foisted' upon them from central government. In a reference to target setting within individual education programmes currently being advocated by Scottish Executive, he stated that 'Teachers don't want to move away from cooperative and curriculum based approaches back to individualistic approaches and yet this is what is happening.'

On the question of effective support systems in special education key informants were fairly consistent. Like teachers, local authority staff and parent informants regarded Initial Teacher Education as least effective and learning support or specialist staff as the

most effective support mechanisms for pupils with special educational needs. Central government and HMI were regarded as having most inluence on policy and practice. One National Officer stated that:

> HMI can influence thinking and practice a great deal because of the reporting process. HMI have an enormous influence on practice and policy in special educational needs.

This view was also supported by another National Officer although there was criticism of some inconsistencies in approach amongst individual inspectors:

> I think probably because of the general culture that there is in Scotland for HMI and the fact that schools get inspected and then the reports are made public and therefore they have the potential to put the school into a seriously difficult position if the report is not good enough although there is concern that specialist HMI who are very knowledgeable when they report and generic HMI who often get involved and perhaps have a less good understanding of the up to date view of what you should be doing in support for learning.

Tensions arising from the inexplicit nature of the language, policy and guidelines associated with special education had caused some confusion for teachers, parents and others. Key informants agreed in the whole that this was a problem caused by ignorance, apathy and in particular, lack of staff development and awareness raising. Local authority personnel criticised highly complex issues in special educational needs. This was mainly, according to one school inspector, the result of poor teacher training:

> New teachers and subject teachers haven't absorbed changes in thinking. Labels are still seen as a way to unlock resources and other labels are still emerging. Ordinary people will share the same concept but Higher Education colleges will have a degree of overlap which might differ in emphasis.

One National Officer felt that part of the confusion arose from contradictions between how funding is allocated for recorded pupils and the philosophical message from more enlightened HMIs who accepted that we 'should be looking for other ways of ensuring that pupils get support'. She also added her concerns that many parents were quite entrenched in their perceptions regardless of policy and were unlikely to heed changes in thinking:

> You cannot get parents to appreciate the viewpoint of other parents. They don't understand anything but the needs of their own child whatever the circumstances of others.

The concept of inclusion was also thought to be a vague and complex notion by one Senior Education Officer who felt that the term 'inclusion' needs to be better understood. 'It's more complex than integration but often confused with it.' Others felt that the government or legislation should provide a definition of inclusion which could be clearly understood by all and that the legislation itself, however laudible its rationale, acts as a kind of 'straight jacket' which restricts progress in thinking and newer, perhaps more appropriate concept models from gaining ascendancy.

This also addresses to some extent, the question of whether new thinking and perspectives on special educational needs have made little impact beyond learning support teachers in secondary schools. Most stake holder groups had different perspectives on which theoretical models most influenced practice in special education in their schools. All of the key informants interviewed, perhaps with the exception of pupils, were well informed about thinking in special education. Once again, like questionnaire respondents, their perceptions of theoretical models which influence practice in special educational needs were variable. Most suspected that there was a mix of theoretical models influencing practice. The individualised model, selected by subject teachers and parents, was regarded as the most influential at present by Higher Education staff and HMI. The target-setting initiative was considered responsible for the current dominance of this approach by a parent informant who suggested that perhaps 'secondary schools had misunderstood the initiative which intended that

targets should be set within the mainstream curriculum and pursued through an individualised route'. Recent policy documents from SEED (395) support this parent's suggestion that teachers have misunderstood the approaches to target-setting by going down individual routes to implementation. One reason why this may have occurred is that in order to set targets within the curriculum, staff responsible need to be able to monitor and implement the short-term targets eg. in subject classes concerned. Where there are a large number of pupils with targets set within IEPs and a shortage of learning support staff, many learning support departments may have found it easier to withdraw pupils from class and set targets within one to one or group tutorial sessions with other pupils with similar targets to allow them to maximise support and increase the chances of success. This is an example of one type of difficulty which may arise in translating policy and guidelines into practice.

Extent to which specific issues in special education remain valid:

As discussed in earlier chapters, issues such as the validity of a continuum of special educational needs which Warnock advocated as the basis of the concept of special education, have been questioned by critics of the field. The majority of key informant responses agreed with learning support teachers, subject teachers and parents, most of whom would not choose to base practice in the field on a continuum of special educational needs. This concept was generally regarded as inappropriate and no longer valid. Only one local authority representative perceived it as useful. One inspector saw validity in defining special educational needs in terms of a continuum because, 'that is what the statutory framework implies'. He did, however, indicate that 'the concept of SEN will be revisited following a period of consultation.' Once again, this comment, appears to imply that the 1980 Education (Scotland) Act requires to be realigned with current thinking in special education.

Another inspector who was opposed to categorisation expressed some concern about what would replace the continuum, since 'it was, in itself, an attempt to move away from categorisation.' Many people were 'not clear about what the continuum meant' and the use of 'complex language of this nature was a problem in general because it

caused confusion.' All of the inspectors interviewed felt that it was more important to define the reality of children's experiences in the school context. This difficulty was acknowledged by a parent respondent who preferred an approach based on 'looking at individual needs of the pupil and putting appropriate strategies in place.' She saw the continuum as a tool for allocating provision based on categorisation, a 'means of escape in that the needs of a particular group aren't catered for within a particular provision because their needs are at the end of the continuum.'

A University respondent felt that the continuum was always risky as it was 'too close to the notion of ability/intelligence which has such a strong grip on schools':

> the continuum has reinforced beliefs that ability is fixed and linear and maybe even innate. It was originally intended that the continuum be taken as a fluid concept but that is not how it has been taken and applied.

Again, this is an apparent example of idealistic language associated with special education which has become problematic when translated into practice despite well meaning intentions. This view point was supported by a `national Officer who felt that the continuum had served its pupose:

> The continuum was never valid in terms of real people. It was useful in Warnock days as a starting point but with the kind of views we have today about rights - Warnock is pre-history.

Many informants suggested what they considered to be a more appropriate concept on which to base practice. One local authority Adviser in Special Educational Needs referred to a three dimensional approach to needs which proposed which would avoid placing pupils on 'linear scale of ability' and others talked of 'rights' models as preferable. Two other local authority education officers were wary of any approach which suggested that special educational needs were static. Young people are dynamic, not static, they constantly develop and their needs change:

> I think that SEN is not static. Obviously people change and move on. The context changes and that can influence the degree of need or difficulty they have at any one time.

With regard to the validity of categorisation, which some key informants linked to the continuum, like other stake holders, most interviewees agreed, often with some reluctance, that categorisation remains valid. Pupils' responses were mixed. One argued that 'a person is a person and not a label. Health problems were 'not related to education and could be overcome'. She also felt that categorisation 'masked pupils' individual qualities'. A younger informant, on the other hand, felt that 'it was good to know what his problem was as 'you can then do something about it.' A parent's interesting response referred to misunderstanding around labelling of pupils. Her view was that 'we should either get it right or do away with it.':

> I must say I get annoyed when teachers refer to pupils as having severe learning difficulties when they're nowhere near severe. Even in adverts for jobs in the paper you may get a school defining their pupils in a particular way and I think it can be quite misrepresentative. I remember when I saw my daughter's Record of Needs and the words 'severe learning difficulties' were in the first paragraph, I was quite upset and thought this is my wee girl you are talking about. She can do lots of things.

The need to define pupils in terms of what they can, rather than what they can't do, what they have achieved rather than what they haven't achieved was regarded as preferable by well-informed local authority personnel who also saw categorisation as an over simplistic model. Categorisation was perceived as having limitations often associated with negative connotations but nonetheless - in the absence of an effective alternative to identifying needs - a necessary evil. The term MLD (moderate learning difficulties) was considered to be particularly misleading and few were able to explain its exact origins. The label was sometimes the 'end of the process of assessment rather than the beginning in relation to an appropriate curriculum' and the whole effect was reductionist, obviating against a holistic approach to pupils. Two HMI respondents,

whilst acknowledging tensions associated with categorisation, where blanket labels or pejorative language were used, saw no alternative to classification where there were teaching and learning implications for example with autistic pupils and those with sensory impairments. A third inspector saw labels as 'a potential barrier to progress, especially when people cling to them.'

A University Head of Support For Learning and National Officer both criticised SEED for maintaining and perpetuating labeling approaches in education to serve administrative and bureacratic puposes. The annual SEED census of special educational needs pupils uses fairly rigid categories to define pupils' needs, thereby encouraging categorisation 'because that is the way in which it has always dealt with counting its Record of Needs information and it suits them to continue like this.' This is another example of tensions in special educational needs between policy and practice. Obviously it is difficult to tell schools to start dealing in more inclusive ways if the Scottish Executive, who support and propose inclusion policies, continue to operate a rigid system of categorisation which is thought to undermine inclusive thinking.

As with other stake holders, there was strong support amongst key informants for positive discrimination in favour of pupils with special educational needs. Pupils interviewed had mixed feelings about extra attention from specialist staff and indicated some difficulties attached to this approach. The youngest pupil interviewed felt that being targetted for support and resources 'makes one small group stand out as different from the rest which is uncomfortable' and the other pupil agreed that some pupils 'do need more attention', but it means that other pupils who aren't in the designated group are overlooked.' Both pupils preferred an approach which focussed initially 'on all pupils rather than just a few'. The issue of inadequate awareness and staff development was raised by the parent respondent who thought that the answer to this problem lay in 'awareness raising and moving teachers on so that they can take on the responsibility of all pupils in front of them.'

The most popular goal in special education amongst stake holders was inclusion, although many were not entirely sure of what it meant. Subject teachers were less

enthusiastic about inclusion, arguably reflecting their lack of confidence in addressing the needs of some pupils. All three inspectors acknowledged that inclusion was a more complex concept than integration and that it needed to be defined clearly. Only pupils had some reservations. The sixth year informant reasoned that 'children have got to be part of the school community. For example, some Downs Syndrome pupils are really able but just because they look different they're excluded'. The younger of the two secondary school pupils also cautioned that 'some secondary schools are just too big and they don't have the staff who can give pupils with special needs the time and help they need.'

Very strong support for inclusion came from virtually all parents involved in this research. However, one key parent interviewed argued most strongly for inclusive practices on the grounds of human rights:

> I think if we do not strive for inclusion in our educational system then our society is doomed. As a parent I feel that my daughter and consequently, her parents are part of a sub-society. We are constantly stared at and excluded from normal activities that most people would take for granted There is very little understanding of what life is like for a family whose child attends a special school. If we do not strive for inclusion then which pupils would be included and which not? It may not be realistic for all children but it should be more realistic than it is at the moment for a lot of pupils who are not included.

One inspector saw inclusion as 'a realistic objective for most pupils 'but - perhaps not for all. After all - only 1% of the school population is in special schools'. He also suggested that a lot depends on what we mean by inclusion since inclusion has not, as yet, been defined by law in Scotland although a definition was likely in the near future. Local authority personnel suggested a variety of meanings which they had ascribed to inclusion locally, ranging from entitlement and rights models to providing an appropriate curriculum. Many felt that poor initial teacher education, staff development and lack of proper funding were the main barriers to inclusive schools.

Two also criticised the continuing separate nature of learning support departments in secondary schools. A university based informant effectively summed up the importance of inclusion for those in education as follows:

> For us in education it's the only aspiration which is consistent with a political desire to build an inclusive society in Scotland. We have to pursue it but there's a great deal to be done to prove the educational case in practice. At the moment we have little more than the idealogical momentum.

This is a very significant comment indicating something of the immature level at which policy in special education operates. It could also, arguably, be applied to other key aspirations in special educational needs such as empowerment, equity and entitlement, all of which remain problematic when attempts are made to translate them into practice. This does not, however, in any way diminish the validity of inclusion as a goal worth pursuing.

A third key issue in special education concerned the rights and entitlement of young people with special educational needs. Surprisingly, rights were regarded as more important than inclusion by subject teachers responding to the questionnaire, although the majority of teachers and pupils saw it as very important. Key informants also attached high priority to empowerment of young people with special educational needs although some saw the entitlement model as applicable to all pupils. Both pupils indicated a strong desire to be 'given some choices and be made more aware of the range of support available' to them. One key informant questioned the need for separate legislation and policy for special needs pupils, describing the separate systems as 'unhelpful'. This suggestion was also supported by one school inspector:

> The rights of all children and social justice now prevails within all schools but we have to get away from the narrow concept that special education is something for a minority of pupils.

Some local authority and national officers regarded rights as an essential foundation for

the concept of special education likely to gain 'prominence in the near future'. One inspector commented that it was also 'not only important that families rights were acknowledged but that families themselves accepted some responsibility in this respect.'

A striking feature of questionnaire responses concerned the overwhelming view from all stake holders that pupils in secondary mainstream schools were not valued regardless of ability. Informants responses corresponded accurately with this perception. Like stakeholders, almost all of the informants agreed that accommodation of diversity was a realistic possibility for schools and one worth aspiring to.

Suggested reasons as to why school were intolerant of diversity included the 'narrow definition of achievement, league tables and number crunching' and the wider problem suggested by an inspector who suggested that 'clearly all children do not feel welcome in schools. However, this is a problem for society to address.' Finally, there was the 'best value' principle, which one National Officer regarded as undermining tolerance of diversity in schools:

> Authorities operate the best value principle and providing adequate /appropriate resources may well be difficult to deliver for every child because the local authority will have to make comparisons between what is the best value use of its funds ... so it's going to end up getting caught in the greatest good for the greatest number and it would end in a clash of philosophies.

The implication is that principles are often espoused but not practised by local authorities and government, either because they come into conflict with other policies or quite simply, they are impractical. One HMI also admitted that 'pressures to raise attainment affect schools' ability to carry out other equally valid principles in practice.' Another inspector disliked the word 'ability', arguing that the word 'abilities' was more appropriate. Pupils who did not have academic ability were likely to have other abilities. Pupils also shared this view and considered that subject teachers were 'not informed about special needs and frequently underestimated them.'

Do stake holders believe that there is a problem with the concept of special education?

Most stakeholders felt that there was a problem with the concept of special education although many did not have sufficient knowledge to comment on the concept in detail. As almost all of the key informants were well-informed about thinking and policy in special educational needs, their views in relation to the concept were regarded as crucial. Only six of those interviewed did not think that there was a problem with the way in which special education is conceptualised. Of those who did not see the concept as problematic, three were local authority based special education managers who believed that special education had suffered from too many changes in recent years and the remainder consisted of two HMI and the younger of the two recorded pupils, who felt that the thinking behind approaches to addressing his needs was satisfactory. Of the two inspectors who were opposed to further reconceptualisation or theorising of special education, one stated that any attempt to theorise special education could lead to isolation of the field from education as a whole:

> Why do we need a special theory or theoretical analysis just for young people who happen to have disabilities of one kind or another. I'm not sure Warnock got it so wrong. There is a danger that SEN will become a shut off area with its own theoretical basis. It could prove limiting and exclusive.

Another inspector was opposed to theorising special education for alternative reasons. He was unsure that 'the Scottish system would lend itself easily to a uni-dimensional model' because of its diverse nature and felt that 'multi-dimentional models and collective approaches are more appropriate.' A further three interviewees did not feel that they had sufficient knowledge of thinking in special educational needs to make a decision about whether there was a problem with the way in which special education was conceptualised and did not know if theorising was appropriate. The remainder were adamant that there was both a problem with the concept and in most cases, a need for a theory. There were, according to a parent, 'so many inconsistencies in practice and provision' that a review was required. She added that 'we must cater for more needs within our schools, otherwise society will divide even further than it has'. The

senior pupil requested a new approach which involved 'all pupils rather than just a separate group with special needs as there is a problem with special needs having to be separate.' This same approach was advocated by National Officers and University personnel who were all in favour of reconceptualisation and theorising special education. One hoped that it was possible to produce a theoretical analysis which was coherent but 'not always about separating people out and categorising them.' Another supported inclusive theories which 'would shift us away from the old notions of weakness, need and prescription.' A local authority psychologist who was in favour of theorising was also concerned about static models of special education:

> We can't ever have a static model of SEN because of the relationship between theory, practice and the social system. I would go for a theory which valued humans irrespective of difference. I also consider rights as important.

In terms of which new and existing principles a new theoretical analysis might incorporate, stake holders were unanimous in selecting value and tolerance of difference and diversity with rights and empowerment of pupils with special educational needs as the next most important principle. Responses from key informants appeared to reflect these principles exactly with twelve of those interviewed, including an informed parent, selecting value of diversity as the key principle. Rights and empowerment was also a popular choice with ten interviewees choosing it as their first or second choice. Most notable of those who chose rights as a first principle were both pupils interviewed. Reasons for these selections varied. One HMI valued a three dimensional continuum instead of a one dimensional continuum.This was mainly because the one dimensional continuum proposed by Warnock does not take account of pupils whom she referred to as having 'jaggy profiles', or children who perform and 'make progress at a variety of levels within specific skill/subject areas due, for example, to autism'. She opposed the fact that we 'have to say that we value difference', describing it as 'a subtle form of categorisation.'The only other principle suggested was that of 'genuine inclusion' which was more clearly defined.

What will the key issues be in the future?

Most stake holders did not see separate learning support/support for learning departments as a barrier to inclusion and felt that they should continue to exist in mainstream secondary schools. Responses from key informants were much less supportive of a separate department than other stake holders with six respondents providing strong arguments against them and four unsure of their validity. Of those in favour of retaining this approach, most worried about who would support pupils with special educational needs and others were more concerned about how already overburdened subject teachers would be able to take on board and address effectively, the greater needs of some pupils. Parent informants were strongly in favour of retaining the separate department and one defended its retention as follows:

> They (Support for Learning Departments) should be the voice of pupils who sometimes have no voice and should have the skills to enable teachers to feel that they can adapt and change to the demands of the classroom in the 21st century (not asking much!). I think that Support for Learning Departments have a role within a school which should permeate everywhere and have great influence on the school as a whole.

A National Officer felt that specialist skills and knowledge were needed in the short-term although 'the aim should be to enhance the expertise of class/subject teachers and work ourselves out of a job'. In general, HMI who were interviewed, were generally not in favour of retaining separate learning support departments. Retention in the short-term was also advocated by an inspector who indicated however, that 'different models which were springing up may challenge the idea of a separate department'. He also suggested that non-specialist teachers could take on particular strategies: 'There's no reason why the English teacher could not deliver your Toe By Toe and there could be an Assistant Head Teacher with responsibility for differentiation across the school.' Both he and another two inspectors felt that we should not 'restrict ourselves to the idea of a separate Support For Learning department in perpetuity' and indicated that there were 'other possibilities on the horizon.' The other two inspectors were

concerned about why there had been a need for a separate department in the first place. One argued that:

> Support for pupils is everything to do with care and welfare and support for learning so why have separate guidance as well? Do learning support and guidance even have to be teachers? Maybe we need to reconceptualise what we mean by support. They'll run out of capacity in individual teachers to take in everything!

However, the strongest argument against separate departments came from the head of a University department who felt that the continued separate existence of support for learning departments would 'simply mirror and reinforce the segregation of some pupils.' The issue of reconnecting special education to education, as a whole, is an important issue which will be discussed in more detail in chapter ten.

The need to better inform and involve subject teachers, parents and pupils about policy and thinking in special education, although not part of the original reasearch aims, emerged as a significant issue from the questionnaire responses. This was linked closely to the need for closer involvement of all of those concerned. Key informants asked for their feelings about these issues were largely in favour, particularly in relation to involving children and parents to a greater degree. However, one expressed reservations about whether this would lead to a changed or shared perspective on special educational needs amongst some stake holders such as parents and subject teachers:

> People think that information and knowledge alone change people but nothing can be further from the truth. There's the very simplistic examples of people who smoke. They know it can kill them but it doesn't stop them.

It was generally accepted by HMI and National Officers that there is a 'moral obligation to inform people about their choices and raise awareness about current thinking and policy'. It was felt that we 'needed to listen to the voices of children as tensions in the system come from failure to understand their difficulties.'

Unsurprisingly, there was strong support for this viewpoint from parents and pupils interviewed. Consultation with parents, pupils and others, despite potential 'consultation fatigue' and 'cynicism' was regarded as a 'spiral process',' ongoing in nature' which 'involved constant feedback.'

Finally, interviewees were asked about what they envisaged as key issues in the future. Once again, informants selected increased tolerance of diversity and pupils rights as the key issues of the future. Many key informants including HMI, National Officers, local authority staff, parents and pupils, felt that there was an urgent need for staff development at every level, similar to concerns expressed in the previous chapter by other stake holders:

> There is a massive need for staff development in the whole area and it has to start with broadening people's attitudes first because staff development alone is not going to change people's attitudes.
> (Local Authority Psychologist)

Similar sentiments were echoed by an HMI who stated that he 'felt very strongly about staff development.' Consistent with the views of other informants, he indicated also that 'value of diversity and children's rights should be a feature of any theoretical model.' Pre-service teacher training was considered a priority area by another inspector, whereas a colleague helpfully outlined a number of issues due for general consultation at SEED level in the near future as follows:

> In Scotland we are reviewing the Record of Needs. The Disability Discrimination Act will apply to education. There is likely to be an SEN Bill through the Scottish Parliament. Inclusion will proceed but there will remain the issue of pupils with SEBD and those with complex needs. For the former the issue will be how we can ensure that others can learn alongside them; for the latter, the issue will be delivering a quality service in an integrated way.

Indications of the need for a review of the legislation forcing a change in thinking and attitudes was crucial because as another inspector stated, 'people need to want to be responsive to diversity.' Mainstream access needed to be a realistic option and at present the fundamental legislation which underpins the Scottish system was regarded as in unsatisfactory by a National Officer.

> We need a fundamental reexamination by the Scottish Parliament of the principles which underpin our system. We have some tatty legislation and some better legislation but it's not properly joined up thinking and what we need is joined up thinking.....

This National Officer was referring to the conflict between educational policy, modern thinking and outdated legislation which she also believed to be restrictive. Many well-informed respondents had made similar references to the need for policy and legislation which is neither contradictory or mutually undermining in nature. This may, to some extent, explain why schools have experienced problems in implementing policy in practice because some policy in special educational needs does not articulate with, and often contradicts existing policy. For example, schools have found it difficult to value differences in ability because this is not always seen as consistent with raising attainment. Curriculum deficit models are not supported by the legislation in Scotland which is based on a child-deficit model of education and 'every child can be special' only if the staff and resources are there to support initiatives which recognise that all children may require alternative support regardless of ability. Most schools have no option other than to pursue an approach based on positive discrimination because the needs of recorded pupils have to be prioritised according to the legislation. Pupils were most concerned about rights, complaining that subject teachers treat everyone the same. Schools 'needed to make all teachers and pupils aware of different needs.' Both pupil and parent responses indicated clearly their awareness of the need to value pupils regardless of differences. 'Teachers at all levels needed to value the progress that individuals can make no matter how small that progress is'. The parent informant argued, in addition, that 'the same applies to those in power within an EA and SEED.'

Summary of key points.

Informants were in agreement on many key issues, although there were some significant variations in perceptions of how support for learning staff should operate in mainstream secondaries and who most influenes thinking and practice in the field. All of the key informants identified tensions in the field and some were able to identify or suggest reasons for difficulties in translating policy to practice. They also attempted in some cases to explain why initiatives and changes in policy and thinking in recent years, had failed to translate effectively into practice, making little impact on subject teachers and the perspectives of others such as parents. If anything, the continuum of special educational needs was much less popular with key informants than other stake holders, whereas the rights of children with special educational needs seemed much more important to interviewees.

Informants and questionnaire respondents were in total agreement on other issues such as the urgent need for staff development in special educational needs at all levels and all groups selected tolerance of difference and diversity as the key issue which should underpin both future thinking and any attempt to produce a coherent theoretical analysis of the field. Informants also shared the view that there is a problem with the way in which special educational needs is conceptualised. Some suggested alternative and preferable approaches to this, in their opinion. Although there was a need to inform and involve pupils, parents and other staff, this would not necessarily change attitudes and perspectives. Some additional key issues emerging from interviews with key informants were:

- special educational needs are dynamic and not static. Categorisation reinforces the perception that needs are static.

- we need to think about reconnecting special education to education as a whole in order to avoid isolation and conflict of policy and practice. The separate status of learning support departments should continue in the short-term but may require to be reviewed in order to enhance inclusive practices.

- the present legislation underpinning special educational needs in Scotland needs to be realigned with current thinking on inclusion and the rights of children.

- policy and practice in the field needs to be more consistent with policy in education as a whole.

If, as HMI have suggested, a shared understanding of the concept of special educational needs is fundamental to planning and making effective provision at all levels of the education system, there needs to be a resolution of the tension between uniformity and diversity and the need to reconcile a commonality of approach to schooling, the common curriculum, standards and entitlement with an acceptance and tolerance of differences in need, learning abilities and aspirations towards learning, as suggested in chapter one. This will inevitably involve changing the more entrenched attitudes and perspectives of some stake holders, beginning with a major review of the legislation and approaches to initial teacher education and focusing in particular on the quality of staff development and training related to supporting young people with special educational needs.

CHAPTER TEN

An analysis of data and recommendations.

Clearly, there are conceptual difficulties with special education which have to be faced and resolved if we are to do justice to the futures of young people with special educational needs, as recently acknowledged by Scottish Executive (396). As the results of this research show, this is a considerable undertaking. We need to be very clear about what we mean by special educational needs. Bland, vacuous and ideological words, 'sentimental verbiage' (397) and vague and unrealistic intentions are no longer acceptable. Practice in education is central and no matter how intellectually or logically superior the knowledge base, values, beliefs and principles cannot be separated from practice in education. There must come a point when practical application of meaning has to be considered. The intention of this chapter is, therefore, to summarise the global findings of this research in relation to earlier theoretical analysis in special education and suggest practical recommendations for special education based on these findings.

Data analysis in relation to theory:the extent to which those involved with special education share fundamental values, principles and goals.

An important aspect of this research concerns a belief in the importance of shared perceptions and intentions amongst those most involved with special education and concerns about the extent to which fundamental values, principles and goals differ amongst its stake holders. This research has found consistency amongst stake holders in some respects but significant variations in the emphasis placed on major 'goals' and 'values' by different groups. Stake holders could not agree on the roles and function of learning support staff and there appeared to be little understanding of fundamental principles and influences with almost every group selecting a different concept model of special education as the main influence on practice in schools. There was clear evidence that new policy and thinking in the field has not impacted beyond policy makers and learning support staff, although many respondents indicated that this was because they were inadequately informed about policy and thinking and could not

comment on such matters for this reason. Additionally, tensions were caused by the inexplicit nature of the language associated with special education. Many also regarded values and aims such as inclusion and empowerment as vague, idealistic and problematic when translated into practice, often coming into conflict with other policy in education or the rights of others .

On the other hand, all stake holders, including pupils, agreed that special educational needs was the responsibility of all staff and that staff development and initial teacher education in the field was clearly inadequate in this respect, as it stands presently. The most significant area of agreement on shared values concerned the selection by all five stake holder groups of tolerance of difference and diversity as the key issue which should underpin both future thinking and any attempt to produce a coherent theoretical analysis of the field.

It was stated in chapter one that Barr Greenfield's 'phenomenological' model would be the most helpful approach to analysis, given that it provides a means of characterising the perceptions of stake holders, since it is founded on the belief that social reality is the creation of the participants and social categories and knowledge are constructed by those participants. Whilst it is accepted that the different meanings placed on situations and experiences by the various participants are products of their background, values and experience (398) (and some respondents felt that a shared perspective amongst stake holders was not possible due to the vested interests of those involved) the development of any framework, or model of educational administration, seems pointless without the inclusion of individual values. The other advantage of this approach was that there was no dominant group such as politicians, administrators or interest groups. Each perspective is therefore legitimate and if perspectives coincide on some goals and a consensus on values can be achieved as a consequence, this approach will have been well justified.

Whilst some consensus on values was in evidence, tensions and confusion arose in relation to the fundamental principles and influences on practice and the roles of practitioners. The three reasons suggested for these tensions were that many stake

holders such as parents, pupils and subject teachers were not adequately informed about policy and thinking in the field, the language associated with the field and its aims was too vague, inexplicit and impractical and policy in special education often conflicted with other areas in education as a whole.

Tensions arising from inadequate information to some groups of stake holders was an issue raised by Tomlinson, whose social perspective on special education is considered in more detail in chapter two. She referred to a 'mystique' surrounding special needs policy practices and the dominance of so called 'experts' in special education who can coerce others into accepting decisions that they would prefer not to accept. Whether this could be suggested as a potential reason why subject teachers, parents and pupils were ill-informed about the field is arguable. There is more evidence to suggest that in secondary schools, the reasons are more complex and less intentional. Inadequate staff development and training, the workload of subject teachers, lack of time and contact with parents and the existence of separate departments and systems of specialists for supporting young people with special educational needs are more likely reasons for this lack of exchange. Tomlinson was, of course, also concerned about the inclusion of social factors in the special needs category which tended to blur the boundaries between educational and social needs. Warnock's inclusion of children defined as having emotional and behavioural difficulties or whose socioeconomic background or ethnic background has led to inclusion in the special educational needs category. Addressing the needs of this group as having educational difficulties has resulted in a perception that teachers and education should resolve these problems and not surprisingly, this has proved considerably more difficult for schools.

Tensions related to inexplicit language in the field reflect, to a certain extent, the perceptions of theorists discussed in chapters two and three. Riddell, Brown and Duffield (399) have suggested that Warnock's removal of statutory categories of handicap as a means of describing a child's problems and educational requirements and adopting an anti-categorisation approach has meant that the best interests of children with learning disabilities have not been served. There is some evidence to suggest that Warnock's abandonment of categories of special need has led to vague, open-ended

descriptions of special educational needs as reflected in sections 60-65 of the Education (Scotland) Act 1980. Unwillingness to use precise definitions has persisted into the twenty first century, arguably, because the law relating to Records of Needs, which includes advice for education authorities wishing to determine whether a child has recordable special needs (Section 62), has not changed to date. Subsequent triggering of an expansion of those who 'might' have special educational needs through national and local policy, has merely added to the confusion. Frustration with an outdated law relating to special educational needs was highlighted by a number of respondents in the course of this research.

The third reason for this apparent lack of consensus, as indicated by stake holders, was that policy in special education often conflicted with other areas in education. To avoid potential conflict, Dyson and Gains have argued that it is preferable to reconnect special education with education as a whole. Such a position, they argue will not resolve the complexities and contradictions which beset special education. However:

> .....it does promise to locate the debate in a much wider context and, thereby, to reinvigorate that debate moving beyond the repetitive and sterile arguments within which it has latterly become trapped. (400)

There is some validity in an approach which reconnects special education and fundamental education issues and there is increasing support in Scotland at national level for reconceptualising special educational needs within the whole context of education. The Scottish Executive has recently acknowledged the possibility of reconnecting special educational needs with education by questioning the need for separate legislation in a recent consultation document which seeks views on how children's individual needs can be protected and given appropriate consideration without resorting to distinct legislation such as Recording. (401). It has been suggested that an 'additional support need' category in educational law could include all children as necessary rather than a distinct group.

There is little doubt that separate legislation and policy creates problems in practice

and merely reinforces a child-deficit view of special education which undermines inclusive policy in education. As stated earlier, there is a need for policy and legislation which is neither contradictory or mutually undermining in nature. Such conflicts have led to schools failing to implement policy in special educational needs successfully, because it does not articulate with, or contradicts existing policy. Value and tolerance of differences in ability is difficult to implement in practice because it is not perceived as consistent with raising attainment. A curriculum deficit model such as that of the HMI Progress Report (1978) was not consistent with the legislation in Scotland which is based on a child-deficit model of education. The policy, 'Every Child is Special' (1992) advocated the notion that all children were entitled to additional support as required yet most schools had no option other than to pursue an approach based on positive discrimination because the needs of recorded pupils have to be prioritised according to the legislation.

The validity of specific issues in special educational needs.

In this study, stake holders disagreed on a number of issues in relation to special education's basic assumptions. Surprisingly, rights and empowerment were frequently regarded as just as important, if not more important, than inclusion and it was clear that some stake holders had begun to question the validity of inclusion as the central objective in special education. Although there was still significant support for inclusion, there were some indications that disillusionment was beginning to set in and perhaps it was no longer the 'be-all-and-end-all' goal of special education. The majority also felt that the notion of a continuum of special needs, matched by a continuum of resources was outdated and should be reviewed. There was a clear perception that special educational needs is under-resourced. In addition, almost all groups saw categorisation as a necessary evil in the absence of an alternative to identification of needs although there was deep concern about the meaning of labels such as 'moderate learning difficulties'. Stake holders agreed most strongly about the need to accommodate and value diversity amongst pupils as the most desirable principle upon which to base practice and most also agreed that positive discrimination of resources and support in favour of young people with special educational needs was necessary. Perhaps the

most striking and worrying feature was the very substantial majority of respondents from all groups who felt that pupils were not valued equally by secondary schools, regardless of ability.

It seems likely that the concept of inclusion will be increasingly questioned in the future if the gap between special education's aims and practices is not resolved. Wolfensberger's theory of normalisation, (402) discussed in chapter two, also questioned the validity of similarly inclusive approaches to care in the community and these criticisms have some relevance to inclusive policies in education. Both 'inclusion in education' and 'care in the community' have been perceived to lack financial support and both approaches appear to deny rather than promote tolerance of difference and diversity. Inclusion is not necessarily compatible with issues of rights and empowerment because it assumes that all young people with special educational needs wish, unanimously, to be included in mainstream schools. If inclusion is taken to mean that all young people will be assimilated, accommodated and provided for within one education system, regardless of need or ability then we need to clarify the intent behind this notion. Is inclusion a statement of value or location? If, in the longer term, it is a statement of value, this then implies the hope that differences will be both welcome and tolerated. This is surely the real aim of inclusion which is merely a means to this end. But this intent or goal, however desirable, is likely to remain unachievable as long as special education continues to exist as a separate field alongside education because there will always be an assumption that the tenure of the so called 'normal' pupils in that system is unquestioned. (403) If the distinct approach prevails, Wolfensberger's theory of 'normalisation' will be applicable because the presence of young people identified as having special educational needs evokes what Slee (404) has described as 'competing interests of delimiting disruption to their peers.'

It also seems clear that Warnock's continuum of need matched by a continuum of provision has outlived its usefulness in the eyes of stake holders. Although Warnock's intentions in reconceptualising special educational needs in terms of a continuum had the well intentioned purpose of moving perceptions of special education away from a narrow, deficit view of children, the problem appears to have become one of how to

resource the continuum of needs. Dessent best sums up stake holders disillusionment with the continuum as follows:

> The notion of special needs as forming a continuum is both uncontroversial and readily understood. The implications of the concept are, however, quite revolutionary when the business of resource allocation and special educational provision is considered..... whenever a line is drawn through the continuum of need (for example for the administrative purpose of allocating resources, the production of statements etc) it will always be an arbitrary one. (405).

The continuum, in a sense, mirrors at least one of Skrtic's (406) conventional assumptions, discussed earlier, that special education is 'a rationally conceived and coordinated system of services that benefits diagnosed students'. If the diagnosis is inaccurate or the system of services cannot deliver a quality service through lack of resources and finance, students cannot benefit in any case. Both under-resourcing and categorisation were perceived by stake holders as problematic and yet both are inextricably linked to the continuum since the ability to address needs successfully depends on an accurate 'diagnosis' in the first place. The concept of a continuum of educational difficulty (which implies that learning difficulties can be arranged in degrees of difficulty) is clearly now regarded as misleading. The continuum takes little account of the real diversity which exists within categories, nor does it consider the needs of pupils such as those with specific learning difficulties or some autistic spectrum disorders. It has been argued that such pupils are often more intelligent than others with global learning difficulties and do not fit easily into a continuum model of educational difficulty. It seems clear, therefore, that simple models of categorisation and continuum do not adequately reflect the range and complexity of educational difficulty, particularly within categories. As Warnock (407) herself accurately stated, 'there are always some young people who are going to be excluded because they don't fit into any of the categories'.

Many stake holders assessed categorisation as important only because they could see

no alternative to addressing a young person's needs in a system where resources and support are limited and where a case has to be made to justify the allocation of additional resources. As stated earlier, there was deep concern about inaccurate labelling. Teachers and policy makers questioned both the origin and meaning of 'moderate learning difficulties', given the high number of pupils whose social circumstances were the likely cause of educational difficulty. Tomlinson (408) has rightly drawn attention to the predominance of young people labelled in this way coming from poor, disadvantaged or ethnic minority groups. She suggests that social factors and not just learning difficulties are the cause of educational difficulty. Baroness Warnock has also commented on the distinction between children who are intellectually, psychologically and physically disabled and :

> the vast majority of special needs children who are as they are, at least in part, because of their social and especially their linguistic deprivation. Perhaps it's time to rethink the whole concept of special needs. (409)

As stated in chapter six, too little attention has been paid to the opinions of those who experience labelling and too much attention given to the more dominant professional discourse on this matter. As far as possible, those who have been categorised should at least be given the opportunity to articulate their views in this respect. Although there is no guarantee that this will accurately reflect the perspective of all of those categorised, it would at least be a step on the road to empowerment.

A very significant and positive feature of this research has been stake holders' unanimous agreement on the importance of underpinning practice in special education with the principle of accommodation and value of difference and diversity amongst pupils. The tendency in education has always been to emphasise 'common' educational interests. In part this emphasis has, according to Burbules (410), sprung from 'a democratic, egalitarian spirit.' However, assumptions about common educational goals and interests may not serve all groups equitably. It may also be worth considering whether those with special educational needs could benefit from attention being paid to their felt, or motivational needs or learning styles (411). The advantage of

such an approach is that it could also be applied to all pupils regardless of whether they had special educational educational needs or not. Hence, there would be less distinction between special needs practices and ordinary mainstream practice.

Most respondents, with the exception of many pupils, agreed that positive discrimination of resources and support in favour of young people with special educational needs was necessary to assist them to make progress. The reason for pupil objections to approaches which focused additional or alternative resources and support on them was consistent: they simply did not want to be singled out as being different from the other pupils who followed a common curriculum. Difference and being different was viewed negatively by pupils in mainstream secondary only because all other pupils were perceived to follow the same curriculum and yet within the mainstream group there was likely to be a natural range of difference including interests, abilities, motivational factors and learning styles. It therefore seems that where the emphasis in education is on only one group who are deemed to be different, rather than individual differences amongst all pupils, this negative perception is likely to persist. It manifested itself most apparently in the opinion of a very substantial majority of respondents from all groups who felt that pupils were not valued equally by secondary schools, regardless of ability.

This not only confirms the marked tendency towards pessimism among secondary school teachers discussed in chapter one (412) but suggests a degree of disillusionment about the ability of mainstream secondary schools to value pupils' achievements and adequately address the needs of young people with special needs amongst other stake holders such as parents.

Reconceptualisation and the application of theory in special education.

Although many respondents felt ill-informed in general about special educational needs policy and practice, most agreed that there was a problem with the field. There was support for, and interest in, special education having a theoretical analysis of its own which might help to clarify practice although there was concern, particularly from

subject teachers, that another new concept might cause further confusion. More particularly, there were fears, especially amongst those who were involved in policy making at a high level, that theorising special education might lead to isolation of the field from education as a whole. The two most popular principles which could be incorporated into a theoretical analysis were, once again, value of difference, diversity, empowerment and rights.

Respondents' perceptions of special education appear to confirm those of its strongest critics, whose perspectives were discussed in earlier chapters, such as Ainscow (413), Skrtic, (414), Tomlinson, (415) Riddell and Brown (416) and Dyson and Gains (417). Special education is, it seems, lurching into ever more complex and messy territory with its imprecise goals, lack of a clear definition and statement of principles. Its continued separate status has served to further isolate it from mainstream education and the opportunity now exists to rethink its fundamental principles and apply these in practice within the context of education as a whole. The views of respondents in this survey confirms their support for such a course of action. Clark, Dyson and Millward (418), whose perspective is discussed in chapter two, also contend that the more theorists have sought to deconstruct and reconstruct special education, the more they have 'confined it to an intellectual ghetto'. If this is the case, it is possible that intellectual isolation may be partly responsible for the exclusion of other stake holders from new thinking and knowledge relating to the special education field. Dyson and Millward (419) also state that the focus on dismantling and rethinking special education has made very difficult, any connection of the concerns of special education with wider concerns surrounding the education system as a whole and it is now appropriate to move towards a theoretical position which emphasises rather than undermines the connection between special education and fundamental education issues.

Stake holders overwhelming selection of the need for schools to tolerate and value difference as the main principle which a theoretical analysis of special education should incorporate, has clear implications for the potential application of alternative theories such as Burbules' (420) 'Difference Theory'. The potential advantages of this approach were discussed in chapter four. In general, although 'Difference Theory'

provides a very full agenda for theorising and research in special education, it also has the virtue of placing special education within the arena of more general educational theorising

Future trends in special educational needs.

With regard to future trends in special education, there was some disagreement amongst stake holders in relation to the role of learning support staff. Some informants involved in policy making, regarded separate learning support departments in mainstream secondary schools as a barrier to progress, whereas other groups such as subject teachers and parents wished learning support staff to continue their separate status. All groups clearly acknowledged the inability of subject teachers to meet the needs of all learners and criticised initial teacher education and staff development in special education, seeing this as a priority for schools in the future. It was also felt that there was a need to inform all groups about policy and thinking in the field to an increased extent and there was a need to further involve parents and pupils in provision for young people with special educational needs. Many felt strongly about the need to review the legislation relating to special education and once again, there was support for tolerance of difference amongst young people.

With regard to confusion about the roles of learning support teachers, this may be attributed, partly, to long standing tension at grassroots level identified by Munn (421) following the publication of the Progress Report by SED (1978). The radical contrast and considerable diversity in roles of learning support teachers in addition to the abandonment of the child deficit mode in favour of a curriculum deficit model was not generally understood or approved by subject teachers who displayed, according to Munn, a range of understandings of the goals of learning support. Munn (422) has pointed to conflicting elements in the HMI Progress report which have compounded this sense of confusion as teachers are 'enjoined to pursue the same curriculum goals for all pupils, whilst avoiding the development of a sense of failure.' In addition teachers are 'urged to differentiate their teaching to take account of pupils' needs and abilities, whilst at the same time, offering the same curriculum,' This is simply another aspect of

the tension between uniformity and diversity in the education system which requires to be resolved.

There was overwhelming criticism of initial teacher education and staff development in special education for subject teachers, with all groups seeing this as a priority for schools in the future. Whilst it is perfectly feasible for subject teachers to engage in collaborative and self-evaluative endeavours influenced, for example, by Schon's 'reflective practitioner' in order to improve practice in special education, we are, as one informant in chapter nine put it, in serious danger of running out of 'capacity in individual teachers to take everything in'. Realistically, we may have to question whether effective support always has to be delivered by teachers. At the very least. however, teachers should have some knowledge of their pupils' special educational needs and strategies for addressing those needs in the classroom.

As stated in chapter three, training in special educational needs, has never featured highly on the agendas of local authorities in Scotland, arguably, because although the Warnock Report (423) acknowledged the difficulty in accommodating a special education element in an already busy initial training agenda for teachers, it stopped short of specifying the number of hours required, a factor which it is argued earlier, may have made a significant difference. Policy in Scotland has never really reflected Warnock's proposals as far as the implementation of professional development in special educational needs in Scotland is concerned. According to the evidence in this research, it is still failing in this respect. It will not have been helped in its endeavours by conflicting perceptions amongst stake holders about special education's fundamental values, principles and goals.

It was regarded as important for learning support staff to find ways of informing all groups about policy and thinking in the field and involving parents and pupils to an increased extent in provision for young people with special educational needs. Whilst it is clearly important to inform all groups about policy and provision, it was also clear that there are issues of time and workload for learning support staff. Similar time and workload issues for learning support were confirmed in this respect in research on IEP

management conducted by Banks, Baynes et al (424). As stated in an earlier chapter, the quantity and quality of learning support staff in Scottish mainstream secondary schools is largely at the discretion of Head Teachers which has resulted in marked differences amongst schools and local authorities in the extent to which staff are able to inform and involve other groups about policy and provision. The National SEN Advisory Forum has already begun consultation in order to find ways of involving parents. (425) This is clearly an unsatisfactory state of affairs which could, perhaps, be resolved through Scottish Executive guidelines. Unfortunately, the advisory forum failed include consultation on issues of teacher training, staff development and the involvement of classroom teachers in provision for pupils with special educational needs.

Key issues arising from research.

The key issues arising from this research can be summed up as follows:

- there are some significant differences in the perceptions of stake holders involved with special educational needs in mainstream secondary schools in Scotland in relation to fundamental influences, values and roles of those involved.

- a very substantial number of stake holders in special education regard the field as problematic.

- staff development and initial teacher education are still failing to adequately prepare mainstream, secondary, subject teachers to address the needs of learners with special educational needs.

- the current, separate legislation associated with special educational needs appears to have reinforced the separateness of special education and hindered progress towards more inclusive schools.

- inclusion remains a popular but not unanimously approved objective amongst stake holders many of whom regarded empowerment as equally important.

- goals in special education need to be more objective and less idealistic if they are to be realised in practice.

- parents, classroom teachers and pupils need to be better informed about policy and more involved in provision.

Finally, the most consistent key issue arising from this research was the distinct preference amongst all groups involved, for tolerance and value of diversity amongst pupils in terms of abilities as the fundamental principle on which issues of special education should be based. It is, however, important to note that a shared perspective on any fundamental value, whilst it is more likely to be perceived as beneficial in the sense that it is likely to receive the wholehearted support of all involved, does not imply any claim to discovery of the ultimate solution to the tensions associated with special education. There are, according to Karl Popper:

> .....no ultimate sources of knowledge. Every source, every suggestion is welcome; and every source, every suggestion, is open to critical examination....The proper epistemological question is not one about sources; rather, we ask whether the assertion made is true - that is to say whether it agrees with the facts.....And we try to find this out, as well as we can, by examining or testing the assertion itself; either in a direct way, or by examining or testing its consequences. (426)

This particular assertion appears to have substantial support from the vast majority of stake holders from all groups in this research and therefore deserves at least further consideration and examination on this basis. The next section will consider the practical implications of a theory based on tolerance of difference. What is needed is a concept of special education which can meet the differential needs of learners within the global education system. For this to take place, two changes will be necessary:

Special education must cease to be regarded as a separate system in law and reconnect with education. Separation merely reinforces isolation and undermines tolerance of diversity. Secondly, the application of a theory which incorporates and tolerates difference whilst addressing the different needs, aspirations and learning styles of all young people.

Towards a theory of special education.

> Nothing short of a radical deconstruction of special education and the reconstruction of education in totality will be enough - even if it takes us another one hundred years. (427).

It seems clear from both this research and an analysis of the work of writers and theorists that the choices for special education are diminishing. Linguistic adjustment is not acceptable and radical change is inevitable. In chapter four of this research, new or alternative models or theories from writers such as Skrtic (1995) in the USA, Dyson and Gains (1995) Tomlinson (1982) and Schon (1993) in Britain and policy makers such as HMI (1978) and Warnock (1978) were discussed in some detail. Whilst there is much to commend in their attempts to move special education away from a child-deficit perspective of education, many have continued to regard special education as a distinct field alongside education as a whole. Sally Tomlinson, however, controversially, criticised the field, twenty years ago, suggesting that special education served the interests of a variety of professionals and institutions, only one of which was children categorised as having special educational needs. Although strongly opposed at the time, few would disagree with her perspective on special education nowadays according to Oliver (428). Exactly whose needs are being met by the continued existence of special education as a separate field from education is now the central question.

Of those writers discussed earlier, Nicholas Burbules' 'difference' theory offers a theory of education which perhaps, best addresses the shared preferences of stake holders and offers a way of potentially resolving the dilemma of meeting the differential needs of learners within the global education system. A very substantial number of

stake holders in special education regard the field as problematic.

In discussing alternative theory and its application to special education it is accepted that inclusion remains both a desirable and central goal of the field. Inclusion remains a popular but not unanimously approved objective amongst stake holders many of whom regarded empowerment as equally important. Celebration of diversity is not another reinvention of special education. It is entirely compatible with inclusive and equitable practices, and has the additional advantage of encompassing the needs of all learners and not just those with special educational needs. In fact, it gives a clearer sense of purpose to inclusive practice in education. Alan Dyson has stated that:

> .....without a clear notion of purpose, it (special education) has no means of relating the differences with which it is so preoccupied back to any universal concerns and agendas. It is scarcely surprising, therefore, that its repeated contortions - its rethinking and redefinings, its attempted 'goings-beyond' - have left mainstream education almost totally unmoved. It is therefore equally unsurprising that it has actually removed very few barriers that matter. (429)

Despite its reinventions of itself over the late 20th century, mainstream education has remained largely indifferent to special education and its various contortions and sets of new roles for its practitioners. This has been a notable feature of the responses of teachers in mainstream secondary schools in Scotland, where subject teacher respondents made clear that they were largely unimpressed by many changes in thinking, terminology and roles of professional and regarded them as confusing. Therefore, any application of difference theory must take place within education as a whole.

Such an approach would also require a radical reversal of how difference is currently viewed in education. Minow (430) stated that difference has been equated with deviance or stigma and thus, sameness is a prerequisite of equality. Special education has always faced the dilemma of either acknowledging or ignoring difference. On the one

hand, to acknowledge difference may be perceived by some groups as stigmatising, whereas, others classify such an acknowledgment as part of a 'rights' agenda. However, the degree to which certain presumptions of difference are relative and why some differences are emphasised to the neglect of others is vital. Questions relating to why some differences, such as social class or ethnic origin, affect educational potential, have the virtue of distinguishing natural from unnatural differences in education. Such differences matter a great deal in education, setting those affected at a disadvantage.

As stated earlier, special education has often been accused of arbitrariness in how and to whom it allocates both categories and resources. Such arbitrary allocation often goes unquestioned and can be relative to resources and support staff available. (431) Systematic, critical examination of our systems of difference and what they mean for ourselves and for other people should, according to Burbules, highlight the flawed nature of such arbitrary approaches:

> Such an approach will not lead to relativism in my opinion but to an increased appreciation of the arbitrariness of part of what we take for granted about ourselves and about others, along with the realisation that from within another frame of reference, those assumptions will appear quite different... Done carefully, and respectfully, such questioning and reexamination can be the occasion for truly profound insights about ourselves as well as others. (432)

As far as this research is concerned, the ultimate educational goal is to bring about an improvement in the conditions, well being and prospects of all learners regardless of difference and the process of critical reexamination of our systems of difference is a potential means of achieving this. Such an approach should not prompt the conclusion that common educational goals are somehow biased or even oppressive. The real advantage of difference theory lies in its critical reflection and exploration of assumptions and norms which are often taken for granted and mistaken for absolute truths in education systems, even if such an examination only raises the possibility of debate. In relation to special education, assumed categories of special need may be

continuously reexamined and realigned according to time and context. In particular, as Minow suggests:

> Analysis of culture-based difference should focus on the ways in which institutions construct differences and utilise differences to justify and enforce exclusions - and the ways in which such institutional practices can be changed. (433)

The emphasis of difference over sameness would also help to counteract another unofficial assumption about schooling. Slee (434) has argued that the basic problem for inclusive schooling is that 'we have failed to recognise that we are working from an oxymoron.' Schools were never meant to accommodate diversity. Like Tomlinson whose perspective on radical structuralism and the origins of special education were discussed in chapter 3, he sees special education and the unskilled labour market as colluding with schools to conceal their failure to meet the needs of all comers:

> Crisis in the unskilled labour market, together with greater levels of population mobility (globalisation) has expanded the numbers and ranges of students in our classrooms. Exclusion and special educational descriptors (the production of disability) have simultaneously expanded to deal with this social and educational crisis. (435)

Both Tomlinson and Slee have challenged assumptions that society, through special education, is working towards the ideals of social justice and progress. How can difference theory address this criticism?

Emphasising difference over sameness, like most social theories of education, carries political implications which entail commitment to social change through educational practices and makes the dominance of one set of social standards over another less likely. Rice and Burbules have suggested that in order to ensure sensitivity to these issues, there needs to be a model of education in which communication plays a central role. At its core it would include certain communicative virtues, including patience,

tolerance for alternative points of view, respect for differences, the willingness and ability to listen thoughtfully and attentively, an openness to giving and receiving criticism and honest and sincere self-expression. Virtues, in this sense, should not be confused with the conventional inculcated good manners which are often associated with the middle classes in this country, nor should it be confused with piety. They argue that:

> these virtues comprise the affective and intellectual capacities that enable us to seek understanding across the differences of belief, value or experience, and, as such, are both the means and ends of a progressive conception of education. (436)

Whilst certain communicative virtues relate more to receptivity and others to self-expression, Rice and Burbules see these virtues as constituting a cluster of intellectual and affective dispositions that together promote open, inclusive and undistorted communication. Honest and sincere self-expression and the opportunity to communicate one's experiences and perceptions to others is fundamental to the process of education itself. It also offers an increased opportunity to include, inform and involve as well as to empower others, a key weakness of current practice in special education discussed earlier in this chapter. In 1946, Dewey stressed that:

> We are beginning to learn that learning which develops intelligence and character does not come about when only the textbook and teacher have a say; that every individual becomes educated only as he has an opportunity to contribute something from his own experience, no matter how meagre or slender that background of experience may be at a given time; and finally that enlightenment comes from the give and take, from the exchange of experience and ideas. (437)

Such an approach linked to and underpinned by difference theory offers the opportunity to adopt a more imaginative and creative stance towards educational difficulties by assuming that these can arise in a variety of contexts and that in certain

conditions, we can all experience difficulties. Naturally there are implications for the curriculum, the range and diversity of staff, teacher training, staff development, research and learning styles in schools.

I have stated at the outset of this chapter that vague principles and unrealistic intentions are no longer acceptable in relation to educational difficulties and that practice in education is central, no matter how intellectually or logically superior the knowledge base. Values, beliefs and principles cannot be separated from practice in education and there must come a point when the practical application of meaning has to be considered. The next section of this chapter is an attempt to apply the principles of difference theory, aligned to communicative virtues in practice in the context of a mainstream secondary school.

Reconceptualising special education: applying a model based on difference theory to mainstream secondary education.

Naturally, such an approach would require radical alterations to the way in which learning difficulties or additional support needs are managed in secondary schools because differences amongst learners are now assumed. However, such a model of management should not deny the very real difficulties experienced by some learners who still require additional forms of support. If this support is delivered by a separate department such as the 'learning support department', there is an assumption that other pupils, not in receipt of this support, are 'normal' and those who receive additional or alternative support are 'different'. According to respondents in this research, specialist staff are the most effective means of addressing the needs of children who require additional or alternative support. But how can their needs be addressed without implying that there are only 'normal' or 'different' groups of pupils in schools?

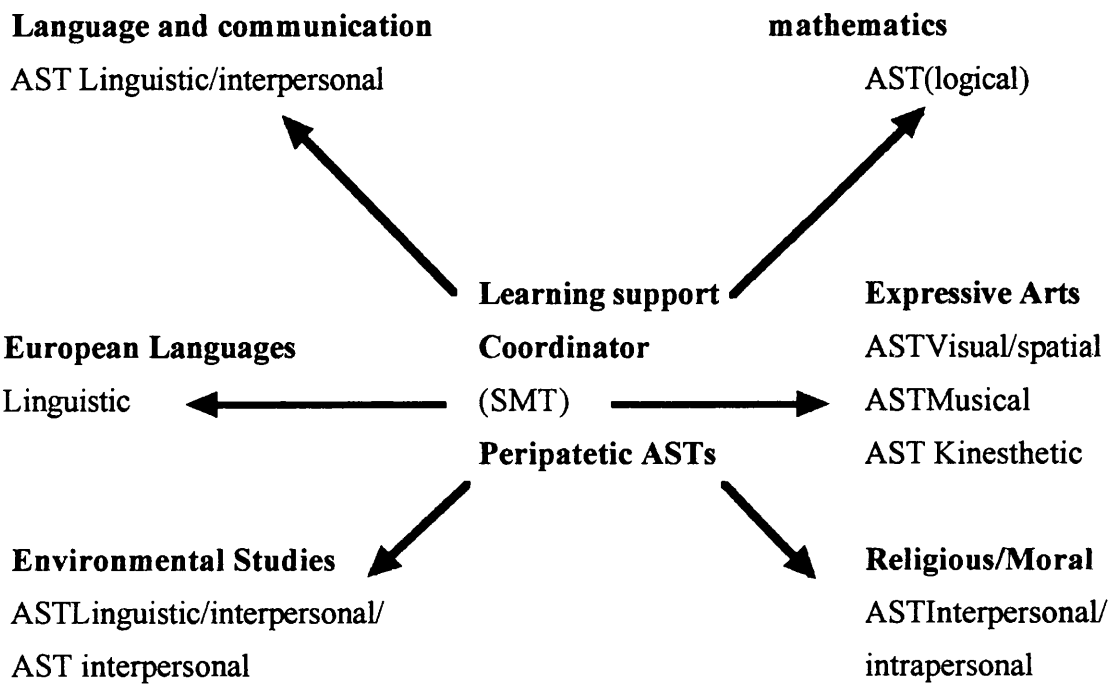
Notably, guidance teachers in secondary schools deliver similarly individualised forms of support with two differences: their services are generally available to all pupils in a designated group and they are located within departments, although they are technically

regarded as a distinct department. If specialist teachers were located within departments or faculties, rather than functioning separately, the potential for addressing differences of all descriptions becomes a realistic possibility. Such a repositioning does not necessarily constitute a vast increase in expenditure. Faculty or departmentally located 'additional support specialists' (438) would also have the opportunity to teach all levels of young people teaching their subject specialism to classes for part of the time as well as having the opportunity to carry out the same roles as current learning support teachers including individualised support or cooperative teaching. Roles could further diversify to include specialisms such as accelerated learning techniques. The advantages of such a system are numerous. Additional support specialists would not be associated with one distinctive group while the others are perceived as normal. This approach is cost effective, given that these teachers would spend part of their timetable teaching their subject, the credibility associated with the consultancy role of such teachers (an issue discussed in chapter one) would not be in question as they would operate within their own specialist area(s), there would be opportunities for such teachers to deliver staff development within and outwith their specialist areas in order to share good practice and they would meet regularly with specialist colleagues in other departments or faculties. Some mainstream secondary schools in Scotland have tried to address the issue of normal and different groups by merging guidance and learning support staff with some success. This practice does not allow for the possibility of addressing the needs of all learners and despite linguistic adjustment and merging of roles, former learning support staff still operate alongside rather than within the curriculum. Such a practice could, however, be regarded as a practical step in this direction for schools unable to countenance such a radical alteration in practice.

A further advantage of relocating additional support specialists in 5-14 areas may be that support could be more evenly distributed accross the curriculum allowing the potential for developing other learning styles in addition to linguistic and mathematical skills (439). As is the case at present in secondary schools, a member of the school's senior management team would have responsibility for coordination of additional support specialism. The roles of teachers with more specialist qualifications would not change significantly. These teachers would either be based centrally as a resource for all

schools or in units attached to schools where no separate special schooling exists. A high profile consultancy and staff development remit would be essential to ensure that classroom teachers were fully aware of appropriate support strategies. The management structure could be as follows:

Management structure based on difference theory and multiple intelligences



AST=Additional support teacher

Figure 10.1

The above management structure allows for a maximum of 9 additional support teachers operating within the six broad curriculum areas although the potential also exists for a more flexible approach where, for example, additional support teachers supporting transferable skills such as linguistic or mathematical, might operate within more than one curriculum area. The main difference is that other learning styles are given a higher profile than was the case previously.

Teacher education.

As stated in chapter three, any reconceptualisation of special education presents a distinct challenge to teacher education. The future of teacher education is set for the most fundamental shake-up in its history, as the Scottish Executive launch a major review of initial training (440). On the basis of stake holders responses initial teacher education and staff development in special education do not adequately prepare new teachers to meet the needs of a wide range of learners. An opportunity now exists to rectify this weakness. Bynoe (441) has argued that it appears that many educators are not particularly sanguine about the changing school-age population, especially those who hold limited and negative notions about diversity. But whether it is preservice or in service, teacher education is still the pivot for amending teacher thinking to maximise learning for all pupils. It was earlier argued that although teacher professionalism has been defined by Warnock (442) in terms of 'skills in the management of learning for all children,' However, these skills have not been sufficiently reflected in the content of teacher education courses in Scotland despite research cited earlier, from Stirling University, which regards training in special educational needs as the 'single thing which will make or break integration in years to come'. (443) To date, the issue of Initial Teacher Training has been submerged by local authority based in service training programmes as a means of increasing the level of expertise available to schools in Scotland. A National In-Service Training Co-ordination Project (444) has sought to match training needs of local authorities with courses offered by the training providers and to identify any gaps between needs and services. Although many very promising initiatives have arisen from this project and an evaluation of the impact of initiatives is currently being undertaken, these training courses are largely voluntary and once again the opportunity to radically restructure Initial Teacher Education appears to have been overlooked.

In relation to difference theory, the key notion that education is about responding to diversity and that the 'recognition and value of diversity' (445) becomes part of the process of overcoming barriers to learning. Teacher educators should counter the dominance of views which divide pupils into normal and abnormal learners. As such, an

excellent start to preparing new teachers for meeting the range of diversity would require a radical reexamination of Higher Education ITE syllabus to ensure that at its very core it promoted communicative virtues, including patience, tolerance for alternative points of view, respect for differences, the willingness and ability to listen thoughtfully and attentively, an openness to giving and receiving criticism and honest and sincere self-expression.

Secondly, an awareness of different learning styles with illustrations in terms of appropriate teaching strategies within and across each curriculum area as well as an awareness of a range of tasks to ensure that learning styles are developed would be essential. Teacher educators may wish to locate staff with additional support expertise within curricular areas to work with colleagues in order to reflect the same implicit perception of difference as secondary schools. However, more specialist low-incidence disabilities will continue to be addressed on the basis of requirement by local authorities as part of continuous professional development.

With regard to children currently regarded as having learning difficulties, specific learning difficulties, physical disabilities, sensory impairments and social, emotional or behavioural difficulties who are likely to require additional or alternative support, such appropriate support strategies should be implicit within Higher Education curriculum areas with more specialist in-service delivered as a core aspect of continuous professional development for probationer teachers by local authorities in consultation with training providers. Classroom teachers should be encouraged to specialise in particular areas of expertise and incentives provided for them to do so. An increase in diversification of teaching and other staff available in schools is likely to reflect diversity in schools in general. Visiting, resident and other seconded or imported professionals would become an increasing feature of schools. Reducing the mismatch between teacher and pupil population is also essential through innovative strategies to recruit and retain a culturally and linguistically diverse pool of teachers.

The curriculum.

> Within any class or group there is considerable variation between pupils in their style and rate of learning, and in their educational attainments. If learning activities are to be made meaningful, relevant and attainable for all pupils then it is central to a teacher's task to respond to that diversity, and this is true whether or not some of the pupils are judged to have special educational needs. (446)

Responding to diversity is likely to be a key element in a curriculum underpinned by value of difference. This is not just a matter of supplementing a standard curriculum with representative samples from other points of view or displaying elements from other cultures for their rarity. Literacy and numeracy skills are important but this should not necessarily be to the detriment of other learning styles. Howard Gardner's theory of multiple intelligences is compatible with difference theory in that it promotes more diverse forms of intelligence and makes genuine success possible in other areas for pupils formerly regarded as having special needs because they were linguistically and mathematically weak. He argues that human beings possess varied kinds of strengths or intelligence. But the linguistic and the mathematical/logical are the only two kinds of intelligence that the education system encourages, whilst it tends to neglect other forms of intelligence. The theory of multiple intelligences claims that human beings possess at least seven types of mental functioning or intelligence. These intelligences are categorised as:

Linguistic intelligence
Logical/mathematical intelligence
Visual/spatial intelligence
Musical intelligence
Bodily/Kinesthetic intelligence
Interpersonal intelligence
Intrapersonal intelligence

More recently, Gardner has added two further forms of intelligence: naturalist intelligence and existentialist intelligence. According to Gardner, each of these

intelligences have their own sets of abilities that can be observed and assessed. Moreover, these separate intelligences will guide the individual towards a career choice related with their intellectual capabilities. (447). The challenge for schools is in providing multiple contexts, purposes, resources and representations of the knowledge required to promote a range of learning styles including different instructional goals and activities. However, Gardner's work has already impacted to a great extent on schools and teacher educators and research on practice related to the promotion of multiple intelligences is promising.

Personal learning plans in schools could also provide an excellent means of promoting diversity in that pupils agree individualised learning goals and work towards them. In this way, pupils are both involved and informed about their own learning. Pupils can identify their personal learning needs with a mentor, identify the methods or steps required to meet these needs in addition to the time required and evaluate their progress towards them. PLPs need not simply be used with pupils. The opportunity exists also for encouraging sef-reflection and evaluation in teachers. A focus on strengths and areas of interest within a curriculum which allows pupils to develop a wide range of abilities beyond literacy and numeracy may also help schools to overcome the problems of underachievement and demotivation as well as assisting social inclusion.

Education law and difference theory.

It has been suggested on a number of occasions by respondents in this research that the law underpinning special educational needs is outdated and that the Record of Needs hinders inclusive practices by perpetuating a deficit model of children. This is because special educational needs exists as the only separate category in law from education law as a whole. How therefore would a system where difference theory is the dominant paradigm, alter this approach to ensure that the interests of those children with exceptional needs are protected in terms of additional resources and support required without singling out only one group within a separate legal category? As differences are assumed within this paradigm, the focus switches naturally to the school's response to those differences and what action the school has taken to meet those needs. As such

there is no need for separate categorisation and an 'additional needs category' can be located within existing education law. The legislative principles are currently being reviewed in consultation with stake holders. These are likely to be expressed in terms of the degree of support required. (448).

Conclusion.

I have concluded, on the basis of this research, that special education as a separate field does not have a role to play in the twenty first century. Reconceptualising or theorising special education will not of itself challenge what Slee (449) has described as 'its central cannons to effect a reconstruction of schooling' along inclusive lines. This has to come from within education itself. The impact of social and political changes on education mean that it is inevitable that special education will be transformed in alignment with the values, beliefs and assumptions associated with this particular time and place. Special education does not exist in some kind of privileged vacuum which will keep it immune from these changes, because as Richardson (450) states, 'there can be no disputing that the history of special education is inseparable from the history of regular education.' Indeed we are already in the midst of this process of change which Oliver (451) described as 'straddling the shift from one society to another'. As stated earlier, such changes often produce a crisis in thinking and a certain amount of insecurity and it is inevitable that there will be parents and teachers, who prefer the status quo because it offers the illusion of safety. Young uses a nautical metaphor to describe this crisis:

> The movement into late modernity is like a ship which has broken from its moorings. Many of the crew try to return to the familiar sanctuary of the harbour but to their alarm the compass spins, the ship continues in its way and, looking back, the quay is no longer secure: at times it seems to be falling apart, its structure fading and disintegrating. The siren voices which forlornly, seriously, soberly try to convince them that going back is possible are mistaken. (452)

We can already observe the way in which debates in special education have

transformed over the past few years with theorists grappling firstly with integration and segregation, then inclusion, rights and empowerment. Special education can either bury its head in the sand or ride the waves of future change by embracing new theoretical frameworks which allow it to critically reexamine its practices for the benefit of all concerned, before it is swept away by a tide of social and economic changes.

This research has attempted to reconceptualise special education in a holistic way which goes beyond critical theory and attempts to apply a theoretical framework based on the responses and perspectives of those groups who are currently most closely involved with the field of special education. The importance of conducting this process of theoretical analysis in partnership with all of those most concerned with special education has been stressed throughout, since the overall purpose of any theory must involve greater understanding of what is actually happening in schools and classrooms. I have also attempted to express this theory in precise terms and emphasised the need for a concept of special education which is practical and applicable in real situations. Grasping complexity of this nature is a considerable undertaking, as stated earlier, and it is accepted that there will always be conflicting theories to challenge the validity of 'newer' social theories such as difference theory and communicative virtues. More research is, of course, required to establish the effectiveness of these approaches in practice. However, they do provide a set of educational aims that are both intrinsically worth working towards and facilitative of other growth and development.

REFERENCES

1.Fox M. (1992) 'The Paradoxes of organizing and Managing educational psychology services'. In Wolfendale s, Bryans T, Fox M, Labram L, and Sigston A (eds) *The Profession and Practice of Educational Psychology. Future Directions.* London: Cassell.

2.SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland*: Edinburgh: Her Majesty's Staionery Office: Para 4.3.

3. Beveridge S (1999) *Special Educational Needs in Schools.* London: Routledge, P 13

4. Hooks B (1994) *Teaching to Transgress. Education and the Practice of Freedom.* New York: `Routledge.

5.Ainscow M (1999) *Understanding the Development of Inclusive Schools.* London: FalmerPress, Pxi.

6.Poplin M & Weeres J. (1992) *Voices from the Inside: A Report onn Schooling from Inside the Classroom.* Claremont, CA: Institute for Education in Transformation.

7.Dyson A & Gains C (1995) *Rethinking Special Needsin Mainstream Schools Towards the Year 2000.* London: David Fulton, Px

8. Booth T. (1998) The Poverty of Special Eduvcational Needs. In C Clark, A Dyson & and C Ganins (eds), *Theorising Special Education,*. London: Routledge. P 79.

9.Williams R (1973) Keywords: London: Routledge.

10.Chesterton G.K. (1985) Tremendous Trifles in *Collins Gem Quotations.* Glasgow: Harper Collins Publishers, P89: 9.

11.Riddell S and Brown S. (1994) *Special Needs Policy in the 1990s, Warnock in the Market place*, London:

Routledge: P215.

12.Habermas J. (1968) *Knowledge and Human Interest.* The 'Frankfurt School. Erkenntnis und interesse.

13.Riddell S and Brown S. (1994) *Special Needs Policy in the 1990s, Warnock in the Market place*, London: Routledge: P230.

14. Norwich B. (2000) *Special Education Reformed: Beyond Rhetoric?* London & NY, Falmer Press: P11.

15.Rice S & Burbules N.C. (2000). *Communicative Virtues and Educational Relations,* ejounal, University of Illinois, Urbana-Champaign Page 2.

16.Brown S and Riddell S (1994) *Special Educational Needs Policy in the 1990's, Warnock in the Market Place*: London: Routledge: P224

17.Heshusius L. (1987) *Traditional Concepts of Science and Special Education: Contours of Possibilities for alternatives. A Paradigmatic Overview.* Unpublished Manuscript, York University: Toronto, Canada.

18. Poplin M. S. (1988) The Reductionist Fallacy in Learning Disabilities: Replicating the Past by Reducing the Present In *Journal of learning Disabilities*, Vol 21, Number 7, Aug/Sept

19.Burbules N.C. (1996) *Deconstructing 'Difference' And The Difference This makes to Education*: paper presented at the 30th Annual Conference of the Philosophy of Education Society of Great Britain, Oxford.

20.Gardner H. (1993) *Frames of Mind: The Theory of Multiple Intelligences*: New York: Basic Books: Gen ref.

21.Swann W. (1992) 'Hardening the Hierarchies: the National Curriculum as a System of classification. In Booth

T, Swann W, Masterton M and Potts P. (eds) *Learning for All: Policies for Diversity in Education*, London: Routledge.

22.Lewis J. (1984). *Towards a Broader Conception of Special Education*. Unpublished MEd thesis: Nottingham University.

23.TES (2000) *Leader column*: TES, July 7, P16

24. Munn P (1991) School Boards, Accountability and Control, *British Journal of Educational Studies*, 39, 2, PP173 - 189.

25. Harlen W, (1992) *Access to the Curriculum for children with learning difficulties: the agenda for research*, paper presented to the British Educational Research Association Annual Conference, August 1992, University of Stirling.

26.SOEID (1999) *Raising standards-Setting Targets. Targets for pupils with special educational needs*: Edinburgh:SOEID:

27. SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland*: Edinburgh: Her Majesty's Staionery Office:Para 4.6 , P23.

28.Riddell S and Brown S. (1994) *Special Needs Policy in the 1990s, Warnock in the Market place*, London: Routledge: P217.

29.SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland*: Edinburgh: Her Majesty's Staionery Office:Para 4.3, 22).

30.SOED (1995) Special Educational Needs Provision in Mainstream Schools in Scotland, University of Stirling: SOED: P175)

31. SOED (1995) *Effective Provision for Special Educational Needs*: Edinburgh:The Scottish Office Library Page 55 .

32.Riddell S and Brown S. (1994) *Special Needs Policy in the 1990s, Warnock in the Market place*, London: Routledge: P20.

33. SOED (1995) *Effective Provision for Special Educational Needs*. Edinburgh:The Scottish Office Library, Page 57 .

34. Clark C, Dyson A and Millward A. (Eds) (1998) *Theorising Special Education*: London, Routledge: P1

35.Oliver M, (1992) Changing the Social Relations of Research Production in *Disability, Handicap and Society*, 7, (2), P112.

36.Allan J,Brown S Munn P. (1991) *Off the Record: Mainstream provision for and Pupils with Non-Recorded Difficulties in primary and Secondary Schools*. Edinburgh: SCRE.

37.Riddell S and Brown S. (1994) *Special Needs Policy in the 1990s, Warnock in the Market place*, London: Routledge: Pages 14-15.

38.Hamilton, Lord J.D. (1993) Scottish Office, *'Keynote address' to NASEN Conference* 8th May, Edinburgh:SOED .

39.Heron R (1994) In M Ainscow, *Special Needs in the Classroom*, London, UNESCO, P31.

40.Wolfendale S (1994) In S Riddell and S Brown (Eds) Special Needs Policy in the 1990s: Warnock in the Market Place:London: Routledge: Ch 3.

41.SCCC (1993) 'Special Needs Within the 5-14 Curriculum' : *Support for Learning*: Edinburgh: SCCC: Part 1:16.

42.SEED	(1999)	*Raising Standards-SettingTargets-Support Pack: Special Educational Needs*: Edinburgh: Tactica Solutions.
43.SEED	(2000)	*Assessing our children's educational needs: The Way Forward?*: Edinburgh:The Stationery Office Bookshop, .
44. Hegarty S.	(1989)	Special Educational Needs and National Testing: *Support for Learning*, 44, Oxford, UK and Cambridge Mas. USA: Blackwell: Publishers : PP 205-208.
45.Clark C, Dyson A, Millward A.J. and Skidmore D,	(1997)	*New Directions in Special Needs*. London, Cassell: P 165.
46.Simpson M.	(1997)	Developing Differentiation Practices, *The Curriculum Journal*, Vol 8, No. 1, Spring 1997 British Curriculum Foundation: PP 85-104.
47.Clark C, Dyson A, Millward A.J. and Skidmore D.	(1997)	*New Directions in Special Needs*, London: Cassell: P 166.
48. Miller O.	(2000)	Inclusion and the Voluntary Sector in H Daniels (Ed)*Special education Re-formed, Beyond Rhetoric*: Falmer Press, London and NY: P242.
49.Dyson A and Gains C.	(1993)	*Rethinking Special Needs in Mainstream Schools Towards the Year 2000*: London: David Fulton: P ii.
50. DES	(1978)	R*eport of the Committee of Enquiry into Special educational Needs*: London: HMSO.
51.SED	(1978)	*The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland*: Edinburgh: Her Majesty's Staionery Office:Gen ref.

52.Wolfensberger W,. (1972) *The Principle of Normalisation in Human Services*, Toronto: NIMR.

53.Riddell S, Stalker K, Wilkinson H and Baron S. (1999) *The Meaning of the Learning Society for Adults with Learning Difficulties*, Glasgow:ESRC:P 44.

54.Abberley P. (1997) The Concept of Oppression and the Development of a Social theory of Disability, *Disability Handicap and Society*, 2, 1:pp5-19)

55.Oliver M (1990) *The Politics of Disablement*, London: MacMillan.

56.SE (2000) *Special Educational Needs: Special Educational Needs, The Programme of Action*: Edinburgh, Stationery Office Bookshop: P14.

57.Skrtic T (1995) *Disability and Democracy, Reconstructing Special Education for Postmodernity*: London and NY: Teachers College Press.PP 43 - 45.

58.Tomlinson S (1995) In T *Skrtic Disability and Democracy, Reconstructing Special Education for Postmodernity:* London and NY: Teachers College Press.P 123.

59.Riddell S and Brown S (1994) *Special Educational Needs Policy in the 1990s, Warnock in the Market Place* : Routledge, London and NY: PP122-134.

60.Ainscow M. (2000) *Understanding the Development of Inclusive Schools* : London: Falmer.

61.Clark C, Dyson A and Millward A. (Eds) (1998) *Theorising Special Education*: London: Routledge: P1

62.Dyson A and Gains C. (1995) *Rethinking Special Needs in Mainstream Schools Towards the Year 2000*: London:

Routledge.

63. Burbules N.C. (1996) *Deconstructing 'Difference' And The Difference This makes to Education*: paper presented at the 30th Annual Conference of the Philosophy of Education Society of Great Britain, Oxford.

64. Lewis J (1998) The Holistic/constructivist paradigm: In C Clark, A Dyson and A Millward (Eds): *Theorising Special Education*: London: Routledge: P103 .

65.Kerlinger F.N. (1970) In Cohen L and Manion L (Eds) *Research Methods in Education*: London and NY: Routledge: P 4.

66.SE (2000) *Special Educational Needs: Special Educational Needs, The Programme of Action*: Edinburgh, Stationery Office Bookshop: P6.

67.Pickard W. (2000) *Opinions Split over the Future of SEN Inclusion*: TES: Scotland: Aug 11th: P 5.

68.Best, J.W. (1970) *Research in Education*: Englewood Cliffs, New Jersey: Prentice Hall .

69.Verma K and Mallick K. (1999) *Researching Education, Perspectives and Techniques*. London: Falmer Press: PP 78-79.

70.Verma G.K. and Beard R.M. (1981) *What is Educational Research? Perspectives on Techniques of Research*: Aldershot: Gower, P 10.

71.Cohen L and Manion L. (1994) *Research Methods in Education*, London: Routledge: P 16.

72.Bush T. (1995)§ *Theories of Educational Management (2nd Edition)*. London: Paul Chapman Publishing Ltd, P 95 London).

73.Holmes M	(1986)	'The Decline and Fall of Science in Educational administration: Interchange Vol. 17, No. 2, Summer: P 80.
74.Greenfield, T.B .	(1995)	In T Bush, Bush ,Theories of Educational Management: London: Paul Chapman Publishing Ltd, 2nd Edition: P95.
75.SE	(2000)	*Special Educational Needs: Special Educational Needs, The Programme of Action*: Edinburgh, The Stationery Office Bookshop: P 14.
76.Vislie L,	(1995)	'Integration Policies, School Reforms and the Organisation of Schools for Handicapped Pupils in Western Societies' in C Clark, A Millward, A Dyson, and A Millward (Eds) *Towards Inclusive Schools?* London: David Fulton.
77.SE	(2000)	*Special Educational Needs: Special Educational Needs, The Programme of Action*: Edinburgh, The Stationery Office Bookshop: General ref.
78.Frederickson N.	(1995)	Rethinking Special Educational Needs towards the Year 2000, Dyson A and Gains C (Eds): London: Routledge : P 2.
79.Riddell S and Brown S	(1994)	*Special Educational Needs Policy in the 1990s, Warnock in the Market Place* : Routledge, London and NY.
80.Clark C, Dyson A and Millward A. (Eds)	(1998)	*Theorising Special Education*: London: Routledge.
81. Dyson A and Gains C.	(1995)	*Rethinking Special Needs in Mainstream Schools Towards the Year 2000*: London: Routledge.P i.

82.Wolfensberger W (1972) *The Principle of Normalisation in Human Services* :Toronto: NIMR.

83.Dyson A and Gains C. (1995) *Rethinking Special Needs in Mainstream Schools Towards the Year 2000*: London: Routledge.P x.

84. Riddell S and Brown S (1994) *Special Educational Needs Policy in the 1990s, Warnock in the Market Place* : Routledge, London and NY:P175-176

85.Riddell S and Brown S (1994) *Special Educational Needs Policy in the 1990s, Warnock in the Market Place* : Routledge, London and NY: Ch. 11.

86.SED. (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland*: Edinburgh: Her Majesty's Staionery Office:Gen ref.

87.SRC. (1992) *Every Child is Special* : StrathClyde Region al Council: Communications Unit 792.

88.Jackson R (1993) '*Disadvantaged by Semantics*', TES, 6 August, 12th.

89.Berliner W. (1993) '*Needs that are not Being Met*'.Guardian 25 May.

90.Pijl. SJ, and Van Den Bos K.P. (1998) 'Decision Making in Uncertainty.' In C Clark, A Dyson and A Millward (Eds): *Theorising Special Needs:* London and New York: Routledge: P 114

91.Riddell S and Brown S (1994) *Special Educational Needs Policy in the 1990s, Warnock in the Market Place* : Routledge, London and NY: P 2.

92.Allan J and Stronach J. (1995) *Modular Training For Special Education*: University of Stirling: P25.

93.Tomlinson S (1982) *A Sociology of Special Education*: London: Routledge and Kegan Paul.

94.McLellan D (1971) *The Thoughts of Karl Marx*: London: McMillan.

95.Bourdieu P and Passeron J. (1995) In T Skrtic (Ed), *Disability and Democracy, Reconstructing (Special) Education for Postmodernity*: New York: Teachers College Press: P123 .

96. Maheady L, Towne R, Algozzine B, Mercer J Ysseldyke J and Sigmon S.B. (1990) 'Minority Representation : A case for , Alternative Practice Prior to Referral' in *Critical Voices in Special Education*: Albany State University of New York press: PP 89 - 102.

97.Tomlinson S. (1977) *A Sociology of Special Education*, London:Routledge & Keegan Paul: P165.

98. Parsons T. (1952) *The Social System*: New York: New York Free Press .

99. DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P 41 , Para 1:18.

100.Boyd B. (1995) 'Report on keynote presentation at HeadTeachers conference', TES (Oct): P3.

101 Tomlinson S. (1995) 'The Radical structuralist View' in T Skrtic (Ed), *Disability and Democracy: Reconstructing (Special) Education for Postmodernity*: New York:Teachers College Press: PP 122 - 132.

102.Tomlinson S. (1995) 'The Radical structuralist View' in T Skrtic (Ed), *Disability and Democracy: Reconstructing (Special) Education for Postmodernity*: New York:Teachers College Press: P 131.

103.Tomlinson S. (1977) *A Sociology of Special Education*,

London:Routledge & Keegan Paul: P162.

104.Sleeter C. (1987) 'Why is there Learning Difficulties?' In *The Formation of School subjects: The struggle for creating an American institution*: London :Falmer Press: P 210.

105.Skrtic T (1995) *Disability and Democracy, Reconstructing (Special) Education for Postmodernity*: London and NY: Teachers College Press:P76.

106.Dewey J. (1976) 'Studies in Logical Theory.' In T Sktric, *Disability and Democracy, Reconstructing (Special) Education for Postmodernity*: London and NY: Teachers College Press:P 55

107.Skrtic T. (1995) *Disability and Democracy, Reconstructing (Special) Education for Postmodernity*: London and NY: Teachers College Press: P 210.

108.Bogdan R & Kugelmass J.W. (1984) *Special Education and Social Interests* : London: Crook Helm: P173

109. McNeil M. (1986) *Contradictions of School: School Structure and School Knowledge*: New York, Methuen. and Routledge and Kegan: P173

110.Oakes J. (1985) *Keeping Track,: How Schools structure inequality* : New Haven, CT: Yale Univ Press.

111.SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary schools in Scotland. A Progress Report by HM in spectors of Schools*: 1978, Edinburgh: Her Majesty's Stationery Office: P 31.

112.Ainscow M. (1987) *Special Needs in the Classroom, A Teacher*

Education Guide: London: Jessica Kingsley Publishers: UNESCO.

113.Fulcher G. (1989) *Disabling Policies: A Comparative approach to Education Policy and Disability:* London: Falmer Press.

114.Brown S and Riddell S (1994) *Special Educational Needs Policy in the 1990's, Warnock in the Market Place*: London: Routledge: P219 .

115.Mintzberg H. (1979) T*he Structuring of Organisations*: Englewood Cliffs: Prenticehall.

116. T Skrtic, (Ed). (1995) *Disability and Democracy, Reconstructing Special Education for Postmodernity*: New York: Teachers College Press: P 213

117.Abberley P. (1987) 'The Concept of Oppression and the Development of a Social Theory of Disability .' In *Handicap and Society*, 2: PP 5 -19.

118.Schon D.A. (1983) *The Reflective Practitioner: How Teachers think in Practice*: New York: Basic Books.

119.Kuhn T. (1970) *The Structure of Scientific Revolutions* (2nd ed.): Chicago: Univ of Chicago Press.

120.Tomlinson S (1982) *A Sociology of Special Education*: London Routledge and Kegan Paul: P133.

121.Iano R.P. (1986) 'The study and Development of Teaching: with implications for the advancement of Special Education,'. In *Remedial and Special Education*, 7 (5), pp50-61.

122.Bassey M. (1990) ' Crocodiles Eat Children'. In *CARN Bulletin No. 4* : Cambridge: Cambridge Institute of Education.

123.Schon D.A. (1987) *Educating The Reflective Practitioner*: San Francisco: Jossey-Bass.

124.Tomlinson S	(1995)	In T Skrtic, *Disability and Democracy, Reconstructing (Special) Education for Postmodernity*: New York: Teachers College Press: P131.
125.Tomlinson S.	(1982)	*A Sociology of Special Education:* London: Routledge and Kegan Paul.
126.Ainscow M and	(1979)	*Preventing Classroom Failure*: London: Fulton: P 19
127.Wolfensberger W.	(1972)	*The Principle of Normalisation in Human Services* :Toronto: NIOMR: P28.
128.Stalker K, Baron S, Riddell S and Wilkinson J E.	(1998)	*Models of Disability: The relationship between theory and practice in non-statutory organisations*: Glasgow: Centre for Disability Studies: P 4.
129.Rioux M.	(1997)	Disability: The Place of Judgment in a world of Fact: *Journal of Intellectual Disability Research*, 41, 2, P 104.
130.Ainscow M.	(2000)	*Special Education Reformed*: London:Falmer.
131.Schon D. A.	(1983)	*The Reflective Practitioner*: New York: Basic Books.
132.Clark C, Dyson A and Millward A. (Eds)	(1998)	*Theorising Special Education*: London: Routledge: P1.
133.Skrtic T.	(1995)	*Disability and Democracy: Reconstructing (special) education for Post modernity :* London and NY: Teachers College Press:P X1.
134.Beverage S.	(1999)	*Special educational Needs in Schools:* London and NY: Routledge:P 9.
135.Dyson A and Gains C.	(1993)	*Rethinking Special Education Towards the Year 2000:* London: David Fulton Publishers, LTD: P 2.

136.Ball S.J.	(1988)	In R Slee (Ed), *Discipline and schools: A Curriculum Perspective*: Melbourne: MacMillan.
137.Wolfensberger W.	(1972)	*The Principle of Normalisation in Human Services*: Toronto: National Institute on Mental Retardation: P 13.
138.Oliver M.	(1988)	'The social and political context of educational policy: the case of special needs.' In L Barton (Ed) *The Politics of Special educational Needs*' : Lewes: Falmer.
139.Barton L.	(1993)	'Labels Markets and Inclusive Education.' In J Visser J and G Upton (Eds), *Special Education in Britain after Warnock*: London: David Fulton Publishers.
140.Barton L.	(1993)	'The Struggle for citizenship: the case of disabled people.' In *Disability Handicap and Society* , 8,(3) :Page 236 .
141.Fulcher G.	(1989)	*Disabling Policies? A Comparative Approach to Education, policy and Disability*: Lewes: Falmer Press.
142.Marles M.	(1989)	In G Fulcher, *Disabling Policies? A Comparative Approach to Education Policy and Disability*: London, NY and Philadelphia : The Falmer Press: P 22.
143.Bogdan, R & Kugelmass J.	(1984)	'Case Studies of Mainstreaming: A Symbolic Interactionist Approach to Special Schooling.' In L Barton and S Tomlinson (eds) , *Special Education and Social Interests* : London, Croom Helm: PP173-191.;
144. Tomlinson S.	(1995)	In T Skrtic, *Disability and Democracy: Reconstructing (Special) Education for Postmodernity:* Columbia University, NY andf London.Teachers College Press: P 82.

145.Oliver M. (1992) 'Changing the Social relations of research production.' In *Disability, Handicap and Society*,7 (2): P 112.

146. Galletley I. (1976) 'How to Do Away with Yourself': In *Remedial Education*, 11 (3) : PP149-152.

147.Clark et al (Eds) (1998) *Theorising Special Education*, London and NY, Routledge: P172.

148. Skrtic T. (1991) *Behind Special Education: A critical Analysis of professional culture and school organisation*: Denver, Love: P28.

149.Lewin K. (1989) In G Fulcher, *Disabling Policies? A Comparative Approach to Education Policy and Disability*: London, NY and Philadelphia : The Falmer Press: P259.

150. Clark C, (Eds) Dyson A and Millward A. (1998) *Theorising Special Education*, London and NY, Routledge: P72.

151.Skrtic T.M. (1991) 'Students with special educational needs: Artifacts of the traditional Curriculum.' In M Ainscow (Ed), *Effective Schools for All.* London, Fulton.

152.Tomlinson S. (1995) 'The Expansion of special education in Britain.' In T Skrtic, *Reconstructing (Special) Education for Postmodernity:* Columbia University, NY and London:Teachers College Press: P128.

153.Scotland J. (1969) The History of Scottish Education, Vol 2, T&A : Edinburgh: Constable LTD: P217.

154.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P 8.

155.Clark C, Dyson A and Millward A. (Eds) (1998) *Theorising Special Education*: London: Routledge:Pages 172 - 173.

156.Skrtic T.M. (1986) 'The Crisis in Special Education Knowledge: a Perspective on Perspectives.' In *Focus on Exceptional Children*, Vol. 18, No.7:PP 1-15.

157.Ainscow M and Tweddle D.A (1988) *Encouraging Classroom Success*: London: Fulton.

158.DES (1966) An Extract from the Report Of the Sec of State for Scotland on Education in Scotland. *Cmnd 3216*, Edinburgh: HMSO:P1

159.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P8, Para 2.2.

160.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: Page 8, Para 2.1.

161.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: Page 9, Para 2.6.

162.Scotland J. (1969) The History of Scottish Education, Vol 2, Edinburgh: T&A Constable LTD:P1 and P 217.

163.Clark C, Dyson A, Millward A.J. and Skidmore D, (1997) *New Directions in Special Needs*, London: Cassell: P 3.

164.Scotland J. (1969) *The History of Scottish Education*, Vol 2, Edinburgh: T&A Constable LTD:P1 and P 6 and P217.

165.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: Para 2.10, Page 10.

166.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO:

Para 2.11 page 10.

167.Brown S and Riddell S (1994) *Special Educational Needs Policy in the 1990's, Warnock in the Market Place*: London: Routledge: P138.

168.Skrtic T.M. (1995) *Disability and Democracy, Reconstructing Special Education for Postmodernity*: New York: Teachers College Press:Page 144

169.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: Para 2.10

170.Petrie D. (1978) In W. B. Dockrell, W.R Dunn, A.Milne (Eds) *Special Education in Scotland*: Edinburgh: SCRE: PP 1 - 2

171. Scotland J. (1969) *The History of Scottish Education, Vol 2*: Edinburgh: T&A Constable LTD: P 94

172.Tomlinson S (1995) In T Skrtic (Ed),Disability and Democracy, *Reconstructing Special Education for Postmodernity*: New York: Teachers College Press: P131.

173.Scotland J, (1969) *The History of Scottish Education, Vol 2*: Edinburgh: T&A Constable LTD: P 5.

174.SED (1966) *Cmnd. 3216, Special Education: An Extract from the Report of the Secretary of State for Scotland*: : SED:Para 2, P 1.

175. DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P 13, Para 2.20

176.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: Para 2:11 Pages 10-11

177.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P 13, Para 2:19.

178.W. B. Dockrell, Dunn W.R. and Milne A.(Eds). (1978) *Special Education in Scotland:* Edinburgh: SCRE: P 2.

179.W. B. Dockrell, Dunn W.R.and Milne A. (1978) *Special Education in Scotland:* Edinburgh: SCRE: P 1.

180.SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary schools in Scotland. A Progress Report by HMI*: Edinburgh: Her Majesty's Stationery Office.

181.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P46, Para 3.37.

182.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P28.

183.Tomlinson S (1995) 'The Expansion of Special Education in Britain'. In T Skrtic, *Disability and Democracy, Reconstructing Special Education for Postmodernity*: New York:Teachers College Press: P 129.

184.Evans,Lunt, Norwich,Steedman and Wedell. (1994) In S Brown and S Riddell (Eds) *Special Needs Policy in the 1990s, Warnock in the Market Place*: London and NY: Routledge: P 95.

185.Brown S and Riddell S (1994) *Special Educational Needs Policy in the 1990's, Warnock in the Market Place*: London: Routledge: P 10

186.SOED (1996) *Achievement For All*: Edinburgh: The Stationery Office.

187.Thomson G, (1989) Policy Professionals and Parents:

Dyer S and Riddell I, Edinburgh: SED: Ch 7, P 11.

188.Brown S and Riddell S (1994) *Special Educational Needs Policy in the 1990's, Warnock in the Market Place*: London: Routledge: P3.

189.Ball S.J. (1990) *Politics and Policy making in Education*, London, Routledge.

190.Tomlinson S, (1994) *Special Educational needs Policy in the 1990's: Warnock in the market Place*. London, Routledge: Preface.

191.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P28

192.SED (1973) *The Training of Staff for Centres for the Mentally Handicapped, Report of the Committee appointed by the Secretary of State for Scotland,*: Edinburgh: HMSO.

193.Brown S and Riddell S (1994) *Special Educational Needs Policy in the 1990's, Warnock in the Market Place*: London: Routledge: P 11.

194.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P 336 Ch 12, recommendation 2.

195.Thomas D, (1993) 'Gritty, Sensible and Utilitarian-The only model? SEN initial teacher training and professional development.' In A Dyson and C Gains (Eds), *Rethinking Special Needs in Mainstream Schools Towards the year 2000*: London: Fulton: P 119.

196.Tomlinson S : (1994) In S Brown and S Riddell, *Special Educational Needs Policy in the1990's, Warnock in the Market Place*: London: Routledge:Preface.

197.Bourdieu P Passeron J. (1977) Reproduction in education, society and and Culture. London, Sage.

198.Bernstein B. (1971) Class, codes and control:Vol 1. Theoretical studies towards a sociology of language, London, Routledge and kegan Paul.

199.Dyson A and Gains C. (1993) *Rethinking Special Education Towards the Year 2000:* London: David Fulton Publishers, LTD: P X.

200. Brown S and Riddell S (1994) *Special Educational Needs Policy in the 1990's, Warnock in the Market Place*: London: Routledge: P 114.

201SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary schools in Scotland. A Progress Report by HM i n spectors of Schools*:: Edinburgh: Her Majesty's Stationery Office.Appended paragraph.

202.SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary schools in Scotland. A Progress Report by HM i n spectors of Schools*:: Edinburgh: Her Majesty's Stationery Office: Para 11.48.

203. SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary schools in Scotland. A Progress Report by HM i n spectors of Schools*:: Edinburgh: Her Majesty's Stationery Office: Para 4.3

204.Allan J, Brown S and Munn P. (1991) *Off The Record :Mainstream Provision for Pupils with Non- Recorded Difficulties in Primary and Secondary Schools.* Edinburgh: SCRE Project Report.

205.Brown S and Riddell S (1994) *Special Educational Needs Policy in the 1990's, Warnock in the Market Place*: London: Routledge:P9

206.SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary schools in Scotland. A Progress Report by HM i n*

spectors of Schools:: Edinburgh: Her Majesty's Stationery Office:Para 1.17.

207.SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary schools in Scotland. A Progress Report by HM i n spectors of Schools*: Edinburgh: Her Majesty's Stationery Office: Para 4.18.

208. Miller O and Garner M. (1996) Professional development to meet special Educational needs: *BJSN Volume 23*, No. 2, June: P 70.

209.SRC. (1992) *A Review of Recording Pupils with SEN: Summary of Report by the Divisional Education Officer*, Glasgow: SRC:Paras 1-2.

210.EIS (1995) *Circular 10, IEP Programmes*: Edinburgh: EIS: Para 3.5.

211.DEO (1995) *Modular Training for Special education*: Stirling: Stirling University: 1995 : Para 3.4.

212.Elliott CD. (1990) 'The Definition and identification of specific learning difficulties.' In D Pumfrey and C.D. Elliott (Eds), *Children's Difficulties in Reading Writing and Spelling*: London: Falmer Press.

213.Beveridge S. (1999) *Special Educational Needs in Schools:* London and New York: Routledge: P6.

214.Petrie D. (1978) In W. B. Dockrell, W.R Dunn and A.Milne (Eds)*Special Education in Scotland*: Edinburgh: SCRE: P 1.

215.SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary schools in Scotland. A Progress Report by HM i n spectors of Schools*:: Edinburgh: Her Majesty's Stationery Office:Appended paragraph.

216.SRC.	(1992)	*Every Child is Special* : StrathClyde Region al Council: Communications Unit 792.
217.SRC.	(1992)	*Every Child is Special* : StrathClyde Region al Council: Communications Unit 792: P6, Para 2.1.
218.DES	(1978)	*Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P 6, Para1.9.
219.RiddellS, Brown S and Duffield J.	(1994)	In S Brown and S Riddell,*Special Educational Needs Policy in the 1990s, Warnock in the Market Place*: London and NY: Routledge: P119.
220.British Dyslexia Association.	(1990)	*School Boards Pack: Scottish Branch.* Scottish Branch : BDA.
221.Stronach I and Allan J.	(1995)	Modular Training for Special Education: Stirling University: Para 9.7: 1
222.SRC.	(1992)	*A Review of Recording Pupils with SEN: Summary of Report by the Divisional Education Officer*, Glasgow: SRC: Para 9.7.
223.DES	(1978)	*Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P 228, Para 12.7.
224.O'Hanlon C.	(1993)	'Changing the School by Reflectively Re-defining the Role of the Special Needs Co-ordnator.' In A Dyson and C Gains (Eds), *Rethinking Special Needs Towards the Year 2000*, Dyson and Gains (eds): London: David Fulton: P 100.
225.Thomas D.	(1993)	'Gritty, Sensible and utilitarian-the only model? SEN Initial Teacher Training and Professional Development.' In A Dyson and C Gains (Eds), *Rethinking Special Needs Towards the Year 2000*, London: David Fulton.
226.Brown S and	(1994)	*Special Educational Needs Policy in the*

Riddell S *1990's, Warnock in the Market Place*: London: Routledge:P192 .

227.Stronach I and Allan J. (1995) *Strirling University Report on Modular Training for Special Education*: SRC Dept of Education: P25.

228.Hegarty S. (1993) *Meeting Special Needs in Ordinary Schools,* London: Cassell: P 136.

229.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: Para 12.10.

230.SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary schools in Scotland. A Progress Report by HM i n spectors of Schools*:: Edinburgh: Her Majesty's Stationery Office:Appended paragraph.

231.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P46, Para 3.34)

232.Stakes R and Hornby G. (1997) *Change in Special Education. What brings it about?*: London: Cassell: P 125.

233.Frederickson N. (1993) 'Using Soft Systems Methodology to Rethink Special Needs.' In A Dyson and C Gains, *Rethinking Special Needs in Mainstream Schools Towards the Year 2000*: London: David Fulton: P 2

234.Skrtic T.M. (1995) *Disability and Democracy: Reconstructing (special) education for Post modernity :* London and NY: Teachers College Press.

235.Dyson A and Gains C. (1993) *Rethinking Special Education Towards the Year 2000:* London: David Fulton Publishers, LTD.

236.Tomlinson S. (1982) *A Sociology of Special Education*: London:

Routledge and Kegan P.

237.Schon D. A. (1983) *The Reflective Practitioner:* New York: Basic Books.

238.Burbules N.C. (1996) *Deconstructing 'Difference' And The Difference This makes to Education*: paper presented at the 30th Annual Conference of the Philosophy of Education Society of Great Britain, Oxford, March.

239.Dyson A and Gains C. (1993) *Rethinking Special Education Towards the Year 2000:* London: David Fulton Publishers, LTD: Introduction.

240.SOED (1994) *Effective Provision for Special Educational Needs:* Edinburgh: The Scottish Office Library.

241.SOED (1994) *Effective Provision for Special Educational Needs:* Edinburgh: The Scottish Office Library.Para 1.3.

242.Stakes R and Hornby G. (1997) Class A in Special Educational Provision'. In M.M. Clark and P Munn, *Education in Scotland, Policy and Practice from Preschool to Secondary*:London and NY: Routledge: P 95.

243.Abberley P. (1987) 'The Concept of Oppression and the Development of a Social theory of Disability' . *Disability, Handicap and Society*, 2, 5-19

244.Oliver M. (1992) Intellectual Masturbation: a rejoinder to Soder and Booth.' *European Journal of Special Needs Education*, 7 (1) P 21.

245.Sigmon S.B. (1987) *Radical Analysis of Special Education: Focus on Historical Development and Learning Disabilities*: London, Falmer Press: P 101.

246.SOED (1994) *Effective Provision for Special educational*

Needs: Edinburgh: The Scottish Office Library. Para 1.3, Figure 2.4, P 24.

247.Dyson A and Gains C. (1993) *Rethinking Special Education Towards the Year 2000:* London: David Fulton Publishers, LTD: P159,

248.Simpson M. (1990) *Differentiation in Mainstream Schools*: : Aberdeen: Northern College.

249.Dyson A and Gains C. (1993) *Rethinking Special Education Towards the Year 2000:* London: David Fulton Publishers, LTD:P160.

250.Stronach I and Allan J. (1995) *Strirling University Report on Modular Training for Special Education*: SRC Dept of Education: P 17 Para 9.7.

251.Riddell S, Duffield J, Brown S and Ogilvie C. (1992) Specific Learning difficulties, Policy, practice and Provision. Final Report to SOED: Stirling University.

252.Schon D.A. (1987) *Educating the Reflective Practitioner:* San Francisco, Jossey-Bass.

253.O'Hanlon C. (1993) 'Changing the School by Reflectively Re-defining the Role of the Special Needs Co-ordnator.' In A Dyson and C Gains (Eds), *Rethinking Special Needs Towards the Year 2000*, Dyson and Gains (eds): London: David Fulton:P107.

254.Burbules N.C. (1996) *Deconstructing 'Difference' And The Difference This makes to Education*: paper presented at the 30th Annual Conference of the Philosophy of Education Society of Great Britain, Oxford, March.

255. Burbules N.C. (1996) *Deconstructing 'Difference' And The Difference This makes to Education*: paper presented at the 30th Annual Conference of the Philosophy of Education Society of Great

Britain, Oxford, March: P 2 .

256.Burbules N.C. (1996) *Deconstructing 'Difference' And The Difference This makes to Education*: paper presented at the 30th Annual Conference of the Philosophy of Education Society of Great Britain, Oxford, March: P 5

257.Lewis J. (1998) 'The Holistic/Constructivist Pradadigm.' In C Clark, A Dyson and A Millward, *Theorising Special Education*: London and New York: Routledge: P104

258.Skrtic T.M. (1991) *Behind Special Education: A Critical Analysis of Professional Culture and School Organisation*: Denver: Love Publishing

259.Skrtic T.M. (1995) *Disability and Democracy: Reconstructing (special) education for Post modernity :* London and NY: Teachers College Press: P 46.

260.Skrtic T.M. (1995) *Disability and Democracy: Reconstructing (special) education for Post modernity :* London and NY: Teachers College Press: P148.

261.SRC. (1992) *Every Child is Special* : StrathClyde Region al Council: Communications Unit 792. Para 4.7.2.

262.Allan J. (1998) 'Scotland: Mainstreaming at the Margins' in T Booth and M Ainscow '*From Them to Us: An international Study of Inclusion in Education'* , London, Routledge: P 51.

263.Warnock M. (1982) Children With Special Needs in Ordinary Schools, Integration Revisited', *Education Today*, 32 (3) PP. 56-62

264.Fulcher G. (1989) *Disabling Policies? A Comparative Approach to Education Policy and Disability*: London, The Falmer Press.

265.Tomlinson S. (1982) *A Sociology of Special Education*: London: Routledge and Kegan Paul.

266.Carrier J, G. (1984) 'Comparative Special Education: Ideology, Differentiation and Allocation in England and the United States'. In L Barton L and S Tomlinson (Eds), *Special Education and Social Interests*: London: Croom Helm.

267.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: Chapter 7, pp 99 - 120.

268. Clark C, Dyson A, Millward A.J. and Skidmore D. (1997) *New Directions in Special Needs*. London: Cassell: P 93.

269. Vlachou A and Barton L. (1994) Inclusive Education: Teachers and the Changing Culture of Schooling, *BJSE*, 21 (3) PP105 - 107.

270.Ainscow M. (1994) *Special Needs in the Classroom: A Teacher Education Guide*. London:Jessica Kingsley Pub: UNESCO.

271.Mittler P. (1995) Special Needs Education: An International Perspective' *BJSE* 22 (3),

272.Wedell K. (1995) 'Making Inclusive Education Ordinary' :*BJSE.* 22 (3)

273.Ainscow M. (1997) 'Towards Inclusive Schooling.' *BJSE* Vol 24, (1) March: P 3.

274.UNESCO. (1994) *The Salamanca Statement and Framework for Action on Special Needs Education*: Paris: UNESCO:Para. 2.

275.Allan J. (1996) 'Scotland: Mainstreaming at the Margins' in T Booth and M Ainscow *'From Them to Us: An international Study of Inclusion in Education'* , London, Routledge: P 51.

276.Ainscow M. (1997) 'Towards Inclusive Schooling.' *BJSE* Vol 24, (1) March: P 3.

277. Clark C, Dyson A, Millward A.J. and Skidmore D. (1997) *New Directions in Special Needs*. London: Cassell: P 102.

278.Fuchs D and Fuchs L.S. (1997) 'Inclusive Schools Movement and the Radicalisation of Special Education Reform.' In Clark Dyson, Millward and Skidmore, *New Directions in Special Needs*: London: Cassell: P 102.

279.Oliver M. (1990) *The Politics of Disablement*: London: MacMillan: PP 82 - 83.

280.Barton L. (1995) 'The Politics of Education for All' :*Support For Learning*, 10, (4), PP156 - 160.

281.Reynolds D. (1995) Using School Effectiveness, Knowledge for children with Special Needs - the Problems and Possibilities,' in C Clark, A Dyson and A. Millward (Eds), *Towards Inclusive Schools?* London: Fulton: P 126.

282.SOEID. (1996) *Improving Achievements in Scottish Schools:* Edinburgh: The Stationary Office: P 35, Recommendation, 13(5.28).

283.Sandow S, (Ed) (1994) *Whose Special Need? Some Perceptions of Special Educational Needs*: London: Paul Chapman Publishing: P 158.

284.Humes W.M. and Patterson H. (Eds) (1983) Scottish Culture and Scottish Education: Edinburgh: John Donald.

285.Barton L (Ed). (1988) *The Politics of Special Educational Needs*: Lewes. Falmer Press P53.

286.Hattersley R. (1987) Education Comment.*The Observer*', Jan 4th.

287.J Mittler P. (1995) Special Needs Education: An International perspective' *BJSE* (22) (3)

288.Wedell K. (1995) 'Making Inclusive Education Ordinary.' *BJSE.* 22 (3) .

289.Allan J. (1998) *'From Them to Us: An international Study of Inclusion in Education'*, London, Routledge:P 50.

290.Dessent T. (1987) *Making the Ordinary School Special*: London: Falmer Press.

291. SOED (1994) *Effective Provision for Special educational Needs:* Edinburgh: The Scottish Office Library: Para 7.3

292.SOED (1994) *Effective Provision for Special educational Needs:* Edinburgh: The Scottish Office Library: Para 5.3 .

293. Brown S and Riddell S (1994) *Special Educational Needs Policy in the 1990's, Warnock in the Market Place*: London: Routledge: P224

294.Scott E. (1993) 'Rethinking the Role of the Special Needs Coordinator: The Institutional Developer'. In A Dyson and C Gains (Eds), *Rethinking special Needs in Mainstream schools Towards the Year 2000*: London: David Fulton: Ch 8, P 89.

295. UNESCO. (1994) *The Salamanca Statement and Framework for Action on Special Needs Education*: Paris: UNESCO: Para 2.

296.Clark C, Dyson A, Millward A.J. and Skidmore D. (1997) *New Directions in Special Needs.* London and New York: Cassell: P 183

297.Allan J et al. (1998) 'Special Education in the Classroom.' In 'T Booth and M Ainscow (Eds)*From Them to Us: An international Study ofInclusion in Education'*, London, Routledge:P P30 .

298.Garner P and Sandow S, (Eds). (1995) *Advocacy, Self Advocacy and Special Needs*: London: Falmer.

299. Tomlinson S. (1982) *A Sociology of Special Education*: London: Routledge and Kegan Paul.

300.Brown S and Riddell S (Eds) (1994) *Special Needs Policy in the 1990s: Warnock in the Marketplace*: London: Routledge:P 223

301.Munn P. (1994) 'The Role of the Learning support Teacher in Scottish Primary and Secondary Classrooms.' In S Riddell and S Brown (Eds), *Special Needs Policy in the 1990s: Warnock in the Marketplace*: London: Routledge: P 212.

302.Ballard K. (1997) Researching Disability and Inclusive Education:Participation construction and interpretation: *International Journal of Inclusive Education*: Vol 1: No. 3 :Page 254.

303.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: Para 3.30.

304.Booth T. (1995) 'Mapping Inclusion and Exclusion: Concepts for All? in Clark C, Dyson And Millward, A (Eds) T*owards Inclusive Schools?* London, David Fulton: P99

305.SOEID. (1996) *Warnock and Children and Young persons with Special Educational needs : Assessment and Recording*: SOEID: Para 3.31.

306.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: Ch 3.24.

307.SE. (2001) Assessing Our Children's Needs: The Way Forward? SE Edinburgh. Annex B, Records of Needs Sections 60-65 of the Education (Scotland) Act 1980: P24, Section 61.

308.Bailey J. (1998) 'Inclusion Through Categorisation' in T Booth and M Ainscow (Eds), *From Them to Us : An*

International Study of Inclusion in Education: London and NY: Routledge, P172.

309.Ainscow M and Booth T (Eds). (1998) Paying Attention to Disorder'. *From Them to Us : An International Study of Inclusion in Education*: London and NY, Routledge:P190.

310. SRC. (1992) *Every Child is Special* : Strathclyde Regional Council: Communications Unit 792:(Para 2.1) (para 4.2.5) (paras 4.3.1) and (4.3.2) (Para 4.3.1).

311.SOEID. (1996) *Children and Young persons with Special Educational Needs: Assessment and Recording*: Edinburgh: SOEID:para 33.

312.Allan J et al. (1998) 'Permission to speak? Theorising Special Educatiom inside the Classroom.' In C Clark, A Dyson, A Millward, (Eds), *Theorising Special Education* : London: Routledge: P 25.

313.Abberley P. (1992) 'The Concept of Oppression and the Development of a Social Theory of Disability.' In T Booth , W Swann, M Masterton, P Potts (Eds), *Policies for Diversity in Education*: London: Routledge: P267.

314. Brown S and Riddell S (Eds) (1994) *Special Needs Policy in the 1990s: Warnock in the Marketplace*: London: Routledge: P 200.

315.Soder M. (1992) 'Integration, Disability and Commitment' In T Booth , W Swann, M Masterton, P Potts (Eds), : *Policies for Diversity in Education:* London: Routledge, PP 253 - 254.

316.Allen J et al (1998) 'Permission to Speak? Theorising Special Education from Inside the Classroom'. In C Clark, A. Dyson, A Millward, (Eds), *Theorising Special Education*: London: Routledge: P 23 .

317.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: Para 3.31.

318.SOED (1994) *Effective Provision for Special educational Needs:* Edinburgh: The Scottish Office Library: Para 1.3

319.Brown S. (1988) *Assessment: A Changing Practice*: Edinburgh : Scottish Academic Press: P10.

320.SOED. (1991) *Mathematics 5-14*: Edinburgh: HMSO.

321.SOED. (1992) *Expressive Arts 5-14*: Edinburgh: HMSO.

322.SOED . (1993) *Personal and Social Development 5-14:* Edinburgh: HMSO.

323.SOED. (1992) *Religious and Moral Education 5-14:* Edinburgh: HMSO.

324.Ainscow M and Booth T (Eds) (1998) 'Making Comparisons: Drawing Conclusions', *From Them to Us : An International Study of Inclusion in Education*: London and NY: Routledge: PP 243-244.

325.Tomlinson S. (1982) *A Sociology of Special education*: London: Routledge and Kegan Paul.

326.SCCC. (1993) *Support For Learning : Special Needs Within the 5 - 14 Curriculum* : Edinburgh: SCCC: Part 1: 5.

327.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: P 45 Para 3.23.

328.EIS. (1995) Circular 10, *IEP Programmes* : Edinburgh, EIS: Para 3.5.

329. Reiser R. (1991) In T Booth, 'Integration Disability and Commitment: A Response to Marten Soder': *European Journal of Special Needs Education*, 6 (1): PP1-16

330.Booth T and Ainscow M,(Eds) (1998) 'Australia Response: Paying Attention to Disorder?' .*From Them to Us: An International*

Study of Inclusion in Education: Routledge NY and London: P192.

331.Brown S and Riddell S. (1994) *Special Educational Needs Policy in the 1990s: Warnock in the Market Place*: London: Routledge.

332.Elliott C.D. (1990) The Definition and Identification of Specific Learning Difficulties'. In D Pumfrey and C Elliott (Eds), *Children's Difficulties in Reading, Spelling and Writing*: Basingstoke, Falmer Press: P 24

333.Elliott C.D. (1990) The Definition and Identification of Specific Learning Difficulties'. In D Pumfrey and C Elliott (Eds), *Children's Difficulties in Reading, Spelling and Writing*: Basingstoke, Falmer Press: P 18.

334.Barton L and Tomlinson S. (1984) 'The Politics of Integration in England' in England'. In Barton L and Tomlinson S, (Eds) *Special Education and Social Interests*: Beckenham, Croom Helm: P 64.

335.Riddell Committee (1999) Officially the Advisory Committee: *Report into the Education of Children with Severe Low Incidence Disabilities* :University of Glasgow: Strathclyde Centre for Disability Research.

336.The Equity Group (1999) *Excellence and Equity*: Paper presented One Day at Conference on International Experiences of Inclusive Education 9th December, Apex international Hotel: Edinburgh: publication C/O Heather Anderson Washington Court, Washington Lane, Edinburgh EH11 2HA

337.Corbett J. (1998) *Special Educational Needs in the Twentieth Century*: London: Cassell: P 46.

338.Allan J, Brown S Riddell S. (1998) In C Clark, A, Dyson and and A Millward (Eds), *Theorising Special Education*: London and New York: Routledge: P 23

339.Davidson G W, Seaton M A and Simpson J (Eds). (1988) *Chambers Concise Dictionary*: W & R Chambers LTD : Cambridge, Edinburgh, New York and Melbourne: Cambridge University Press: P325.

340.Tyler A Dyson A and Gains C. (1977). *The Sociology of Educational Equality:* Methuen and Co LTD: London: P 120.

341.Tyler A Dyson A Gains C. (1997) *The Sociology of Educational Equality:* and Methuen and Co LTD London: :P74.

342. Bernstein B. (1970) 'Education Can Not Compensate For Society': *New Society*: 387 : PP 344-7.

343.SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary schools in Scotland. A Progress Report by HM i n spectors of Schools*:: Edinburgh: Her Majesty's Stationery Office: Para 4.11.

344.SOEID (1999) *A Manual of Good Practice in Special Educational Needs: Professional Practice in Meeting Special Educational needs*: Edinburgh: The Stationery Office Bookshop: Section 2.

345.DES (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO: Para 1:4 .

346.Munn P. (1995) In S Brown and S Riddell (Eds), *Special Needs Policy in the 1990s, Warnock in the Market Place:* London: Routledge :P25.

347.Evans R. (1988) 'Effective Thinking or Effective Policy.' In A § Dyson and C Gains (Eds), *Rethinking Special Needs in Mainstream Towards the Year 2000:* London: David Fulton: PP151-152.

348.Halsey A.H. (1975) 'Sociology and the Equality Debate': In H Glennester, *Oxford View of Education* : March 1975: P 47

349.Warnock M:	(1999)	'If Only We Had Known Then': *TES* Dec 31st: Millennium Edition.
350.SE.	(2000)	Special Educational Needs: The Programme of Action:Edinburgh: Stationary Office Bookshop: P14.
351. Corbett J.	(1998)	*Special Educational Needs in the Twentieth Century: A cultural analysis*: London Cassell: Page 42.
352.SEED.	(1999)	*Raising Standards-Setting Targets Support Pack:Special Educational Needs: Vol 4*: Points of Reference for Raising attainment among pupils with special educational needs:Edinburgh: Tactica Solutions :P8, Para 3.6.
353.Simmons K.	(1996)	In Defence of Entitlement : *Support For Learning*: Vol 11, No. 3, Pages 105 - 108.
354.Simmons K.	(1996)	'In Defence of Entitlement' : *Support For Learning*: Vol 11 No. 3 Page 107.
355.Ingleses F	(1996)	Special Teacher? Perceptions of the special expertise required for effective special educational needs teaching and Advisory work in *Support For Learning*: Volume 11: No. 2, PP 83 - 87.
356. Weedon C.	(1994)	*Special Educational Needs in Special Needs Policy in the 1990s:Warnock in the market Place* : Routledge: London: Ch 5.
357.Brown S and Riddell S.	(1994)	*Special Educational Needs Policy in the 1990s: Warnock in the Market Place*: London: Routledge: P228
358.Munn P.	(1992)	'Devolved Management of resources: a victory for the producer over the consumer?' In L Patterson and D McCrone (Eds) *Scottish Government Yearbook 1992:* Edinburgh: Unit for the Study of Government in Education.

359.Mittler P.	(1992)	Education Entitlement in the Nineties: *Support For Learning* : Vol 7: No. 4 : P145.
360.Wolfensberger W.	(1980)	'The Definition of Normalisation: Update, problems,, Disagreements and Misunderstandings.' In R J Flynn and K.E. Nitsch (Eds), *Normalisation, Social Integration and Community Services*: Baltimore: University Press.
361.Weddell K.	(1996)	Making Inclusive Education Ordinary: BJSE: Support For Learning: Issue 23 No 3:P103 - 104.
362.Kaspar J.	(1996)	In I Stobie 'Plus Ca Change, 'Plus C'est La Meme Chose': *School Psychology International*: Vol 17. P1.
363.Lovell K and Lawson K.S.	(1970)	'Understanding Research in Education .' In K.G Verma and R.M Verma Beard *What is Educational Research: Perspectives on Techniques of Research:* 1980: Aldershot, Hants: Gower Publishing Company LTD,P 26.
364.Cohen L and Manion L.	(1994)	*Research Methods in Education*: London and new York: Routledge: P 83.
365.Bell J.	(1991)	*Doing Your Research Project*: Milton Keynes, Open University Press: PP 67-69.
366.Bell J.	(1991)	*Doing Your Research Project*: Milton Keynes, Open University Press: P 65.
367.Clark C, Dyson A and Millward A.	(1998)	*Theorising Special Education.* London: Routledge: Preface.
368.Okakura K.	(1991)	'The Book of Tea' , Tokyo: Kodansha : International.
369.Brown S and Riddell S.	(1994)	*Special Educational Needs Policy in the 1990s: Warnock in the Market Place*: London: Routledge: P138.
370.Cohen L and	(1994)	*Research Methods in Education*: London

Manion L.		and new York: Routledge: P 89
371.SEED.	(1998)	*The Special Educational Needs Directory* : Edinburgh: SEED
372.SEED.	(1998)	*Education Authorities Directory: Secondary Schools Scotland* 1998-1999) Edinburgh: SEED.
373.Nachmias D and Nachmias C.	(1976)	*Research Methods in the Social Sciences:* London: Edward Arnold: P107-108.
374.Cohen L and Manion L.	(1994)	Research Methods in Education: London and new York: Routledge: P 98.
375.Heshusius L.	(1989)	'The Newtonian Mechanistic Paradigm, Special Education and Contours of Alternatives', *Journal of Learning Disabilities*, Vol 22, No. 7: Page 413.
376. Allan J, Brown S Riddell S	(1998)	'Permission to Speak? Theorising special and education inside the classroom.' In C Clark, A Dayson and A Millward, Theorising Special Education: London : Routledge: P 21.
377.Skrytic T.M.	(1995)	Disability and Democracy: Reconstructing (Special) education in Postmodernity: New York and London: Teachers College Press:Gen ref.
378. Abberley P.	(1993)	The Concept of Oppression and the Development of a Social theory of Disability: *Disability Handicap and Society*, 2, 1:PP5 -19.
379.Oliver M.	(1990)	*The Politics of Disablement*: London: MacMillan: Gen ref
380.Oliver M.	(1990)	*The Politics of Disablement*: London: MacMillan: Gen ref.
381.Beveridge S.	(1999)	*Special Educational Needs in Schools*: London: Routledge, London: P 57-59)

382.Slee R, (1998) In C Clark, A Dyson and Millward A (Eds) *Theorising Special Education*: Routledge: London: P 130

383.Clark C, Dyson A and Millward A. (1995) *Towards Inclusive Schools?* London, David Fulton.

384.DES. (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO.

385.Abberley P. (1984) The Concept of Oppression and the Development of a Social theory of Disability, *Disability Handicap and Society*, 2, 1:pp5-19)

386.Oliver M. (1990) *The Politics of Disablement*, London, MacMillan Gen ref.

387.Allan J, Brown S Riddell S (1998) 'Permission to Speak? Theorising special and education inside the classroom.' In C Clark, A Dayson and A Millward, *Theorising Special Education:* London : Routledge.

388.Clark C, Dyson A, Millward A,. (1998) *Theorising Special Education*: Routledge: London: P30 .

389.SOED. (1994) *Effective Provision for Special Educational Needs*: Edinburgh: The Scottish Office Library.Page 7, para 1.3.

390.Nachmias D and Nachmias C. (1976) *Research Methods in the Social Sciences:* London: Edward Arnold: P100.

391.SOED. (1994) *Effective Provision for Special Educational Needs*: Edinburgh: The Scottish Office Library: P 49 .

392.Tomlinson S (1982) *A Sociology of Special Education*: London: Routledge and Kegan Paul: P133.

393.SED (1978) *The Education of Pupils with Learning Difficulties in Primary and Secondary schools in Scotland. A Progress Report by HM i n spectors of Schools*:: Edinburgh: Her Majesty's Stationery Office: P 27.

394.SOED. (1994) *Effective Provision for Special Educational Needs*: Edinburgh: The Scottish Office LibraryP 15, para 1.17.

395.SEED. (2000) *Success for All: Target-Setting within individualised Education Programmes : A Handbook for Schools and Education Authorities*: Edinburgh: SEED and Northern College: Pages 1-8.

396.SE. (2001) *Assessing our children's educational needs: The Way Forward?* Edinburgh: The Stationary Office Bookshop: P 1 Para 2.

397. Thomas G. (2000) 'Doing injustice to inclusion: a response to John Wilson.' *European Journal of Special Educational Needs Education*, Vol 15, No. 3: P 308.

398.Bush T. (1995) *Theories of Educational Management*: London: Paul Chapman Publishing Ltd, 2nd Edition: P 95.

399.Riddell S, Brown S and Duffield J.S. (1994) *Special Needs Policy in the 1990s: Warnock in the Market PlaceLondon*: Routledge : P22.

400.Clark C, Dyson A, Millward A. (1998) *Theorising Special Education*: London: Routledge: PP172-173.

401. SE . (2001) *Assessing our children's educational needs: The Way Forward?:* Edinburgh: The Sationary Office Bookshop: Page 5, Paragraph 14:

402.Wolfensberger W. (1972) *The Principle of Normalisation in Human Services* : Toronto NIOMR: P 28.

403.Elkins J . (1990) 'Integration.' In A Ashman and J Elkins (eds) *Educating Children with Special Needs*: Sydney: Prentice Hall.

404.Slee R. (1998) 'Politics of Theorising Special Education.' In C

Clark, A Dyson and A Millward (eds), Theorising Special Education:London and New York Routledge: P 130.

405.Dessent T . (1987) *Making the Ordinary School Specia*l: Lewes: Falmer Press: 5, 8,

406.Skrytic T.M. (1995) *Disability and Democracy: Reconstructing (Special) education in Postmodernity*: New York and London: Teachers College Press: P 210.

407.DES. (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO. P45 Para 3.23

408.Tomlinson S. (1982) *A Sociology of Special education*:London: Routledge and Kegan Paul. Gen ref.

409.Warnock M. (1999) If only we had known then....,' TES, Dec 31: Page 33.

410.Burbules N.C. (1996) *Deconstructing 'Difference' and the Difference This makes to Education*, Papers of the Philosophy Society of Great Britain-March 29th-31st, Page 1.

411.Lewis J. (1984) *Towards a Broader Conception of Special Education*, unpublished MEd thesis: Nottingham University: P76.

412. Harlen W. (1992) *'Access to the Curriculum for children with learning difficulties: the agenda for research,'* paper presented to the British Educational Research Association Annual Conference, August 1992, University of Stirling.

413.Ainscow M. (1994) *Special Needs in the Classroom, A teacher education guide*, London, Jessica Kingsley: UNESCO: Chapter 1.

414. Skrytic T.M. (1995) *Disability and Democracy: Reconstructing*

(Special) education in Postmodernity: New York and London: Teachers College Press: Gen ref.

415. Tomlinson S. (1982) *A Sociology of Special education:* London: Routledge and Kegan Paul: Gen ref.

416.Brown S and Riddell S. (1994) *Special Educational Needs Policy in the 1990s: Warnock in the Market Place*: London: Routledge:Pages 53-56.

417.Dyson A and Gains C. (1993) *Rethinking Special Education Towards the Year 2000:* London: David Fulton Publishers, LTD: Introduction.

418.Clark C, Dyson A, Millward A. (1998) *Theorising Special Education*: London: Routledge: P172.

419.Dyson A and Millward A (1997) A*Theory and Practice in Special Needs Education*, a paper presented to the international Seminar 'Theoretical Perspectives on Special Education, Alesund, Norway, 25-27 May.

420.Burbules N.C. (1996) *Deconstructing 'Difference' and the difference This makes to Education:* papers of the philosophical society of Great Britain, March 29-31. Gen ref.

421. Allan J, Brown S and MunnP. (1991) *Off The Record: Mainstream Provision for Pupils with Non-Recorded Learning Difficulties in Primary and Secondary Schools.* Edinburgh:SCRE : Gen ref.

422.Munn P . (1991) 'School Boards, Accountability and Control', *BJES*, 39,2: Pages173-179.

423.DES. (1978) *Report of the Committee of Enquiry into Special educational Needs*: London: HMSO. Para 12.10.

424.Banks et al (2001) *Raising the Attainment of Pupils with Special*

Educational Needs: Report to the Scottish Executive Educ Dept, Feb, 2001 (Unpublished) SNRC/SCDR: P107.

425.SE (2001) *Assessing our children's educational needs.The Way Forward?* : Edinburgh: The Stationary Office: P13.

426.Popper K. (2000) In D.C Philips DC and N.C Burbules, *Postpositivism and Educational Research*: NY and Oxford:Rowman and Littlefield, P29.

427.Oliver M. (1995) 'Does Special Education have a Role to play in the Twenty-First Century?' *REACH, The Journal of Special Needs Education in Ireland*, Vol 8, No 2, PP 67-76.

428.Oliver M. (2000) *Decoupling Education Policy from the Economy in Late Capitalist Societies: Some implications for Special Education* : paper presented by M Oliver at ISEC 2000, 24-28th July 2000: International Special Education Congress. (ejournal)

429.Dyson A. (2000) *Celebrating Special Needs Education: A Very Trivial Pursuit:* paper presented at NASEN's Annual Conference 'Diversity and Differentiation: Meeting the Needs of Inclusion, Saturday Symposium, Robinson College Cambridge Executive Centre, Great North Road, Wyboston, Beds,18th March, 2000: P1.

430.Minow M. (1990) *Making All the Difference: Inclusion, Exclusion and American Law*: Ithaca, NY: Cornell University Press: P86.

431.SOED. (1995) *Special Educational Needs Provision in Mainstream Schools in Scotland*: University of Stirling: Edinburgh: SOED: P175.

432.Burbules N.C. (1996) *Deconstructing 'Difference' and the difference This makes to Education:* papers of

the philosophical society of Great Britain, March 29-31. P5.

433.Minow M. (1990) *Making All the Difference. Inclusion, Exclusion and American Law*: Ithaca, NY: Cornell Univ Press: P86-87.

434.Slee R. (2000) *Talking back to Power. The Politics of educational Exclusion:* Keynote speech delivered at International Special Education Congress 2000. University of Manchester 24-28th July. Internet publication.Pages 6-7.

435.Tomlinson S. (1995) In T Skrtic (Ed) *Disability and Democracy, Reconstructing Special education for Postmodernity* : NY: Teachers College Press: PP 122-134.

436.Rice S *and Burbules N.C.* (2000) *Communicative Virtues and Educational Relations*, ejounal, University of Illinois, Urbana-Champaign Page 2.

437.Dewey J. (1946) *The Problems of Men:* New York, Philosophical Library: NY: P 36.

438.SE. (2001) *Assessing our children's educational needs: The Way Forward?* : SE The Stationary Office Bookshop, Para 14.

439.Gardner H. (1983) *The Theory of Multiple Intelligences*: New York Basic Books: Gen ref.

440.Munro N. (2001) Two-Way Split for the Future of Training, *TES*, July 13th : P3.

441.Bynoe P.F. (1998) 'Rethinking and Retooling Teacher Education to Prevent Perpetual Failure by Our Children': *The Journal of Special Education,* Vol 32, No. 1. PP 37-40.

442.Warnock M. (1994) In S Riddell and S Brown (Eds) (1994) in *Special Educational Needs Policy in the 1990s Warnock in the Market Place:*

Routledge London and NY : P 194.

443.Stronach I and Allan J. (1995) *Stirling University Report on Modular Training for Special Education*: SRC Dept of Education: P25.

444.SEED. (2000) National SEN Advisory Forum, *Special Educational Needs: The Programme of Action*, Stationary Office: PP8-10.

445.Booth T. (1998) The Poverty of Special education : In C Clark, A Dyson and A Millward: *Theorising Special Education*, Routledge, London and New YorK : P82.

446.Beveridge S. (2000) *Special Educational Needs in Schools*: London and NY: Routledge:P 80.

447.Gardner H. (1993) *Frames of Mind: The Theory of Multiple Intelligences*: New York: Basic Books: Gen ref.

448.SE. (2001) *Assessing our children's educational needs: The Way Forward?*: Edinburgh: The Stationery Office Bookshop: P 20.

449.Slee R. (1998) The Politics of Theorising Special Education : In C Clark, A Dyson and A Millward: *Theorising Special Education*, Routledge, London and New YorK : P136.

450.Richardson P. (1999) *Common, Delinquent and Special: The Institutional Shape of Special Education*: London, New York, Falmer Press. PXV.

451. Oliver M. (2000) *Decoupling Education Policy from the Economy in the Late Capitalist Societies: Some Implications for Special Education*: Internet publication: ISEC: P5.

452.Young J . (1999) *The Exclusive Society*, London, Sage: P191.

BIBLIOGRAPHY

Abberley P. (1997) .The Concept of Oppression and the Development of a Social Theory of Disability *Disability Handicap and Society,* 2, 1:pp5-19

Ainscow M. (1987). *Special Needs in the Classroom, A Teacher Education Guide*: London: Jessica Kingsley Publishers: UNESCO.

Ainscow M. (1997) Towards Inclusive Schooling. *BJSE* Vol 24, (1) March: P 3.

Ainscow M & Booth T (eds) (1998). *From Them to Us: An International Study of Inclusion in Education.* London: Routledge.

Ainscow M. (2000). *Special Education Reformed.* London: Falmer.

Ainscow M. (2000). *Understanding the Development of Inclusive Schools.* London: Falmer.

Ainscow M & Tweddle D.A. (eds.) (1988). *Encouraging Classroom Success.* London: Fulton.

Allan J, Brown S a& Munn P (1991). *Off the Record: Mainstream Provision for.Pupils with Non-Recorded Difficulties in primary and Secondary Schools.* Edinburgh: SCRE.

Allan J & Stronach J. (1995) *Modular Training For Special Education.* University of Stirling.

Ashman A & Elkins J. (1990). *Educating Children with Special Needs.* Sydney: Prentice Hall.

Ball S.J. (1990). *Politics and Policy making in Education.* London: Routledge.

Ballard K. (1997). Researching Disability and Inclusive Education:Participation, construction and interpretation. *International Journal of Inclusive Education*: Vol 1: No. 3 :Page 254.

Banks et al (2001). *Raising the Attainment of Pupils with Special Educational Needs*: Report to the Scottish Executive Educ Dept: (Unpublished) SNRC/SCDR: P107.

Barton L & S Tomlinson (eds) (1984) S*pecial Education and Social Interests.* London: Croom Helm.

Barton L (Ed). (1988). *The Politics of Special Educational Needs.* Lewes: Falmer Press.

Barton L .(1993). The Struggle for Citizenship. *Disability Handicap and Society* , 8,(3) :Page 236 .

Barton L. (1995). The Politics of Education for All. *Support For Learning*, 10, (4), PP 156 - 160.

Bassey M. (1990). Crocodiles Eat Children. *CARN Bulletin No. 4* : Cambridge: Cambridge Institute of Education.

Bell J. (1991). *Doing Your Research Project.* Milton Keynes: Open University Press.

Berliner W. (1993). Needs that are Not Being Met. *The Guardian*, 25 May.

Best, J.W. (1970). *Research in Education*: Englewood Cliffs, New Jersey: Prentice Hall.

Bernstein B. (1971) *Class, Codes and Control (Vol 1): Theoretical studies towards a Sociology of Language.* London: Routledge and Kegan Paul.

Beverage S. (1999). *Special Educational Needs in Schools.* London and NY: Routledge.

Bogdan R & Kugelmass J.W. (1984).*Special Education and Social Interests.* London: Crook Helm.

Booth T. (1991). Integration Disability and Commitment: A Response to Marten Soder. *European Journal of Special Needs Education*, 6 (1) PP1-16

Booth T, Swann W, Masterton M, Potts P(eds) (1992). *Policies for Diversity in Education.* London: Routledge.

Booth T & Ainscow M (eds) (1998). *From Them to Us : An International Study of Inclusion in Education.* London and NY: Routledge.

Bourdieu P & Passeron J. (1977). *Reproduction in Education, Society and Culture.* London: Sage.

Boyd B. (1995). Report on keynote presentation at HeadTeachers conference. *TES* (Oct) P3.

British Dyslexia Association. (1990). *School Boards Pack: Scottish Branch.* Scottish Branch : BDA.

Brown S. (1988). *Assessment: A Changing Practice.* Edinburgh: Scottish Academic Press.

Brown S & Riddell S, (1994). *Special Educational Needs Policy in the 1990's, Warnock in the Market Place.* London: Routledge.

Burbules N.C. (1996).*Deconstructing 'Difference' And The Difference This makes to Education*: unpublished paper presented at the 30th Annual Conference of the Philosophy of Education Society of Great Britain: Oxford.

Bush T. (1995) *Theories of Educational Management (2nd Edition)* London: Paul Chapman Publishing Ltd.

Bynoe P.F. (1998). Rethinking and Retooling Teacher Education to Prevent Perpetual Failure by Our Children. *The Journal of Special Education,* Vol 32, No. 1. PP 37-40.

Clark C, Dyson A & Millward, A (eds) (1995) T*owards Inclusive Schools?* London: David Fulton.

Clark C, Dyson A, & Millward A. (Eds) (1998) *Theorising Special Education*: Routledge.

Clark C, Dyson A, Millward A.J. & Skidmore D. (1997). *New Directions in Special Needs*. London: Cassell.

Corbett J. (1998) *Special Educational Needs in the Twentieth Century*. London: Cassell.

Cohen L & Manion L. (1994). *Research Methods in Education*. Londo & New York: Routledge.

Daniels H. (ed). (2000). *Special education Re-formed: Beyond Rhetoric*: Falmer Press, London & New York.

Davidson G W, Seaton M A & Simpson J (1998). *Chambers Concise Dictionary*: W & R Chambers LTD : Cambridge, Edinburgh, New York and Melbourne: Cambridge University Press.

DES. (1978) R*eport of the Committee of Enquiry into Special Educational Needs.* London: HMSO.

DES. (1966) An Extract from the Report Of the Secretary of State for Scotland on

Education in Scotland. *Cmnd 3216*, Edinburgh: HMSO

DEO. (1995). *Modular Training for Special Education.* Stirling: Stirling University

Dessent T. (1987) *Making the Ordinary School Special.* London: Falmer Press.

Dewey J. (1946). *The Problems of Men.* New York Philosophical Library: New York.

Dockrell W.B, Dunn W.R. & Milne A. (1978). *Special Education in Scotland.* Edinburgh: SCRE

Dyson A & Gains C. (1993) *Rethinking Special Needs in Mainstream Schools Towards the Year 2000.* London: David Fulton.

Dyson A. (2000) Celebrating Special Needs Education: A Very Trivial Pursuit: paper presented at NASEN's Annual Conference '*Diversity and Differentiation: Meeting the Needs of Inclusion, Saturday Symposium*',Robinson College Cambridge Executive Centre,Wyboston, Beds, 18th March, 2000

EIS. (1995). *Circular 10, IEP Programmes*: Edinburgh: EIS: Para 3.5.

Fulcher G. (1989). *Disabling Policies: A Comparative Approach to Education Policy and Disability.* London: Falmer Press.

Galletley I. (1976). 'How to Do Away with Yourself': In *Remedial Education*, 11 (3) : PP149-152.

Garner P & Sandow S. (1995). *Advocacy, Self Advocacy and Special Needs.* London: Falmer.

Habermas J. (1968). *Knowledge and Human Interest.* The Frankfurt School, Germany:

Erkenntnis und Interesse.

Halsey A.H. (1975). Sociology and the Equality Debate: In H Glennester, *Oxford View of Education* : March 1975: P 47

Hamilton, Lord J.D. (1993). Scottish Office, 'Keynote address'. *NASEN Conference 8th May.* Edinburgh: SOED.

Harlen W. (1992). Access to the Curriculum for children with learning difficulties: the agenda for research. *Paper presented to the British Educational Research Association Annual Conference, August 1992*: University of Stirling.

Hattersley R. (1987). Education Comment *The Observer*', Jan 4th.

Hegarty S. (1989). Special Educational Needs and National Testing. *Support for Learning*, 44, Oxford, UK and Cambridge Mas. USA: Blackwell: Publishers : PP 205-208.

Hegarty S. (1993). *Meeting Special Needs in Ordinary Schools.* London: Cassell.

Heshusius L. (1987). *Traditional Concepts of Science and Special Education: Contours of Possibilities for alternatives. A Paradigmatic Overview.* Unpublished Manuscript, York University: Toronto, Canada.

Heshusius L. (1989). The Newtonian Mechanistic Paradigm, Special Education and Contours of Alternatives. *Journal of Learning Disabilities*, Vol 22, No. 7: Page 413.

Hooks B. (1994). *Teaching to Transgress. Education and the Practice of Freedom.* New York: `Routledge.

Holmes M. (1986). The Decline and Fall of Science in Educational administration. *Interchange Vol. 17, No. 2, Summer*: P 80.

Humes W.M. & Patterson H. (eds.) (1983) *Scottish Culture and Scottish Education.* Edinburgh: John Donald.

Iano R.P. (1986). The study and Development of Teaching: with implications for the advancement of Special Education. *Remedial and Special Education*, 7 (5), pp50-61.

Ingleses F. (1996). Special Teacher? Perceptions of the special expertise required for effective special educational needs teaching and Advisory work. *Support For Learning*: Volume 11: No. 2, PP 83 - 87.

Jackson R. (1993). Disadvantaged by Semantics. *TES*, 6, August, 12th.

Lewis J. (1984). *Towards a Broader Conception of Special Education.* Unpublished MEd thesis: Nottingham University.

Maheady L, Towne R, Algozzine B, Mercer J, Ysseldyke J & Sigmon S.B. (1990) *Critical Voices in Special Education.* Albany State. University of New York press.

Miller O & Garner M. (1996). Professional development to meet special Educational needs. *BJSN Volume 23*, No. 2, June: P 70.

Mittler P. (1992). Education Entitlement in the Nineties. *Support For Learning* : Vol 7: No. 4 : P145.

Mittler P. (1995). Special Needs Education: An International Perspective. *BJSE* 22 (3).

McLellan D. (1971). *The Thoughts of Karl Marx*. London: McMillan.

McNeil M. (1986). *Contradictions of School: School Structure and School Knowledge*:

McNeil M. (1986). *Contradictions of School: School Structure and School Knowledge*: New York, Methuen & Routledge and Kegan.

Minow M.(1990). *Making All the Difference: Inclusion, Exclusion and American Law.* Ithaca, NY: Cornell University Press.

Munn P. (1991) School Boards, Accountability and Control. *BJES*, 39,2: pp173-179.

Munro N. (2001). Two-Way Split for the Future of Training. *TES*, July 13th : P3.

Nachmias D & Nachmias C. (1976) *Research Methods in the Social Sciences.* London: Edward Arnold.

Oakes J. (1985). *Keeping Track,: How Schools structure inequality.* New Haven, CT: Yale Univ Press.

Okakura K. (1991). *The Book of Tea.* Tokyo: Kodansha International.

Oliver M. (1990). *The Politics of Disablement.* London: MacMillan.

Oliver M. (1992). Changing the Social Relations of Research Production. *Disability, Handicap and Society*, 7, (2), P112.

Oliver M. (1992). Intellectual Masturbation: a rejoinder to Soder and Booth. *European Journal of Special Needs Education*, 7 (1) P 21.

Oliver M. (1995). Does Special Education have a Role to play in the Twenty-First Century? *REACH, The Journal of Special Needs Education in Ireland*, 8, No 2, PP 67-76.

Oliver M. (2000). Decoupling Education Policy from the Economy in Late Capitalist Societies: Some implications for Special Education : *ISEC 2000,*

24-28th 2000:International Special Education Congress.

Philips DC and N.C Burbules. (2000). *Postpositivism and Educational Research.* NY and Oxford:Rowman and Littlefield.

Pickard W. (2000). Opinions Split over the Future of SEN Inclusion. *TES: Scotland,* Aug 11th: P 5.

Rice S & Burbules N.C. (2000). *Communicative Virtues and Educational Relations,* ejounal, University of Illinois, Urbana-Champaign Page 2.

Richardson P. (1999). *Common, Delinquent and Special: The Institutional Shape of Special Education.* London & New York, Falmer Press.

Poplin M. S.(1988)The Reductionist Fallacy in Learning Disabilities: Replicating the Past by Reducing the Present In *Journal of learning Disabilities,* Vol 21, Number 7, Aug/Sept

Poplin M & Weeres J.(1992). *Voices from the Inside: A Report onn Schooling from Inside the Classroom.* Claremont, CA: Institute for Education in Transformation.

Riddell Committee. (1999). *Officially the Advisory Committee Report into the Education of Children with Severe Low Incidence Disabilities* : University of Glasgow: Strathclyde Centre for Disability Research.

Riddell S & Brown S. (1994). *Special Needs Policy in the 1990s,Warnock in the Market place.* London: Routledge.

Riddell S, Duffield J, Brown S & Ogilvie C. (1992). *Specific Learning difficulties, Policy, practice and Provision.* Final Report to SOED: Stirling University

Riddell S, Stalker K, Wilkinson H & Baron S. (1999). *The Meaning of the Learning Society for Adults with Learning Difficulties.* Glasgow:ESRC:P 44.

Rioux M. (1997). Disability: The Place of Judgment in a world of Fact. *Journal of Intellectual Disability Research*, 41, 2, P 104.

Sandow S. (ed). (1994). *Whose Special Need? Some Perceptions of Special Educational Needs*: London: Paul Chapman Publishing.

SCCC. (1993). Special Needs Within the 5-14 Curriculum. *Support for Learning*: Edinburgh, SCCC: Part 1:16.

Schon D.A. (1983). *The Reflective Practitioner: How Teachers think in Practice.* New York: Basic Books.

Scotland J. (1969). *The History of Scottish Education, Vol 2.* Edinburgh: Constable LTD.

SE. (2000). *Special Educational Needs: Special Educational Needs, The Programme of Action.* Edinburgh, Stationery Office Bookshop.

SE. (2001). *Assessing Our Children's Needs: The Way Forward?* Edinburgh: SE.

SED. (1973). *The Training of Staff for Centres for the Mentally Handicapped, Report of the Committee appointed by the Secretary of State for Scotland.* Edinburgh: HMSO.

SED. (1978). *The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland*: Edinburgh: Her Majesty's Stationery Office:Para 4.6 , P23.

SEED. (1998). *The Special Educational Needs Directory.* Edinburgh: SEED

SEED. (1998) *Education Authorities Directory: Secondary Schools Scotland* 1998-1999). Edinburgh: SEED.

SEED. (1999). *Raising Standards-SettingTargets-Support Pack: Special Educational Needs*: Edinburgh: Tactica Solutions.

SEED. (2000). *Assessing our children's educational needs: The Way Forward?* Edinburgh: The Stationery Office Bookshop.

SEED. (2000). *Success for All: Target-Setting within individualised Education Programmes : A Handbook for Schools and Education Authorities*: Edinburgh: SEED and Northern College.

Sigmon S.B. (1987). *Radical Analysis of Special Education: Focus on Historical Development and Learning Disabilities.* London, Falmer Press.

Simmons K. (1996). In Defence of Entitlement : *Support For Learning*: Vol 11, No. 3, Pages 105 - 108.

Simpson M. (1997). Developing Differentiation Practices. *The Curriculum Journal,* Vol 8, No. 1, Spring 1997 British Curriculum Foundation: PP 85-104.

Simpson M. (1990). *Differentiation in Mainstream Schools.* Aberdeen: Northern College.

Skrtic T. (1991). *Behind Special Education: A critical Analysis of professional culture and school organisation.* Denver: Love.

Skrtic T.M. (1986). The Crisis in Special Education Knowledge: a Perspective on Perspectives. In *Focus on Exceptional Children*, Vol. 18, No.7:PP 1-15.

Skrtic T. (1995). *Disability and Democracy, Reconstructing Special Education for Postmodernity*. London and NY: Teachers College Press.

Slee R (ed). (1988). *Discipline in Schools: A Curriculum Perspective*. Melbourne: McMillan.

Slee R. (2000). *Talking back to Power. The Politics of educational Exclusion:* Keynote speech delivered at International Special Education Congress 2000. University of Manchester 24-28th July. Internet publication version.Pages 6-7.

Sleeter C. (1987). *The Formation of School subjects: The struggle for creating an American institution*. London: Falmer Press.

SOED. (1991). *Mathematics 5-14*: Edinburgh: HMSO.

SOED. (1992). *Expressive Arts 5-14*: Edinburgh: HMSO.

SOED. (1992). *Religious and Moral Education 5-14:* Edinburgh: HMSO.

SOED. (1993). *Personal and Social Development 5-14:* Edinburgh: HMSO.

SOED.(1995). *Special Educational Needs Provision in Mainstream Schools in Scotland.* University of Stirling: SOED.

SOED. (1995). *Effective Provision for Special Educational Needs*. Edinburgh:The Scottish Office Library.

SOED. (1996). *Achievement For All*. Edinburgh: The Stationery Office.

SOEID. (1996). *Improving Achievements in Scottish Schools:* Edinburgh: The Stationary Office.

SOEID. (1996). *Warnock and Children and Young Persons with special educational needs: Assessment and Recording.* Edinburgh: SOEID.

SOEID. (1999). *A Manual of Good Practice in Special Educational Needs: Professional Practice in Meeting Special Educational needs*: Edinburgh: The Stationery Office Bookshop.

SOEID. (1999). *Raising standards-Setting Targets.Targets for pupils with special educational needs*: Edinburgh: SOEID.

SRC. (1992). *A Review of Recording Pupils with SEN: Summary of Report by the Divisional Education Officer*, Glasgow: SRC.

SRC. (1992). *A Review of Recording Pupils with SEN: Summary of Report by the Divisional Education Officer*, Glasgow: SRC:Paras 1-2.

SRC. (1992) *Every Child is Special* : StrathClyde Region al Council: Communications Unit 792.

Stakes R & Hornby G. (1997). *Change in Special Education. What brings it about?* London: Cassell.

Stalker K, Baron S, Riddell S & Wilkinson J E. (1998). *Models of Disability: The relationship between theory and practice in non-statutory organisations*: Glasgow: Centre for Disability Studies.

The Equity Group. (1999). *Excellence and Equity.* Paper presented at One Day at Conference on International Experiences of Inclusive Education 9th December, Apex international Hotel: Edinburgh: Heather Anderson.

Thomas G. (2000). Doing injustice to inclusion: a response to John Wilson. *European*

Thomson G, Dyer S & Riddell I. (1989). *Policy Professionals and Parents.* Edinburgh: SED.

Tomlinson S. (1982). *A Sociology of Special Education.* London: Routledge and Kegan Paul.

Tyler A, Dyson A & Gains C. (1977). *The Sociology of Educational Equality.* London: Methuen and Co LTD.

UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education.* Paris: UNESCO.

Verma K & Mallick K. (1999). *Researching Education, Perspectives and Techniques.* London: Falmer Press.

Verma G. K. & Beard R.M (eds). (1970).*What is Educational Research? Perspectives on Techniques of Research:* 1980: Aldershot, Hants: Gower Publishing Company LTD.

Visser J & Upton G (eds). (1993). *Special Education in Britain after Warnock.* London: David Fulton Publishers.

Vlachou A & Barton L. (1994) Inclusive Education: Teachers and the Changing Culture of Schooling. *BJSE,* 21 (3) PP105 - 107.

Warnock M. (1982). Children With Special Needs in Ordinary Schools. Integration Revisited. *Education Today*, 32 (3) PP. 56-62.

Warnock M. (1999). If Only We Had Known Then: *TES* Dec 31st: Millennium Edition.

Wedell K. (1995). Making Inclusive Education Ordinary. *BJSE.* 22 (3)

Williams R.(1973) *Keywords.* London. Routledge.

Wolfendale S, Bryans T, Fox M, Labram L, and Sigston A (eds) (1992). *The Profession and Practice of Educational Psychology. Future Directions.* London: Cassell.

Wolfensberger W.(1972). *The Principle of Normalisation in Human Services.* Toronto: NIMR.

Young J. (1999). *The Exclusive Society.* London: Sage.

APPENDIX 1

AN ANALYSIS OF THE CONCEPT OF SPECIAL EDUCATIONAL NEEDS AND ITS IMPLICATIONS FOR MAINSTREAM SECONDARY SCHOOLS IN SCOTLAND.

Questionnaire for mainstream secondary teachers of learning support

CITY/TOWN/VILLAGE: _____

LOCAL AUTHORITY: _____

Please return to: Kate Hannah
Our Lady and St Patrick's High School,
Hawthornhill Road,
Dumbarton, G82 5JN

Telephone: (01389) 762101

PROFESSIONAL BACKGROUND INFORMATION

1. What is your **present job title?** _____

2. **For how long** have you held this position? _____

3. What position did you hold **prior** to the one you hold now **?**

_____

4. What is the **total length** of your teaching experience ?
(Please enter number of years in the box) ☐

5. What is the length of your teaching **experience in the SEN** area ?
(Please enter number of years in the box) ☐

6. If you hold any **SEN qualifications,** please state which one(s) and year of completion**?**

_____

7. If you are currently **undertaking** an SEN qualification, please state which one and the year that you started it.

_____

8. Please circle whether you are: a) male b) female

9. Please circle the age bracket into which you fall:

a) Under 25 b) 26 - 35 c) 36 - 45 d) 46 - 55 e) 56 - 65

SECTION ONE: HOW SEN IS CONCEPTUALISED AT PRESENT

1. By which of the following titles is the department responsible for young people with special educational needs in your school, known at present ? ***(Please tick the appropriate box)***

a) The Department of Support For Learning. ☐

b) The Special Educational Needs Department ☐

c) The Department of Effective Learning. ☐

d) The Learning Support Department. ☐

e) There is no separate,special, department. ☐

f) Other than the above (Please specify) _____

2. **a)** Which of the above titles (if any) would you prefer to describe this department?

_____

b) Please explain your choice: _____

_____

_____

3. To what extent do you regard the following statements as accurate ? ***(Please circle one of the four categories in each case)***

Educational failure is the result of :

a)..... a problem in the child	**strongly agree**	**agree**	**disagree**	**strongly disagree**
b)..... curriculum failure	**strongly agree**	**agree**	**disagree**	**strongly disagree**
c).....child and curriculum	**strongly agree**	**agree**	**disagree**	**strongly disagree**
e)..... environmental issues	**strongly agree**	**agree**	**disagree**	**strongly disagree**
f)..... (c) and (e) above	**strongly agree**	**agree**	**disagree**	**strongly disagree**

g)..... Other *(Please specify)* _____

4. To what extent do you regard each of the following roles of mainstream learning support teachers as important? *(Please circle <u>one</u>for each role)*

a) One to one or small group pupil support	**very important**	**quite important**	**unimportant**
b) Writing/differentiating materials.	**very important**	**quite important**	**unimportant**
c) Cooperative teaching.	**very important**	**quite important**	**unimportant**
d) Staff development.	**very important**	**quite important**	**unimportant**
e) Acting as a consultant to other teachers.	**very important**	**quite important**	**unimportant**
f) Liaison with external agencies	**very important**	**quite important**	**unimportant**

g) Other not listed (Please specify) _____

5. To what extent do you consider the following support systems in SEN to be operating effectively in support of young people with SEN in mainstream secondary schools?*(Please circle <u>one</u> response for each)*

The Recording System	**Very effective**	**quite effective**	**ineffective**
Individualised education programmes	**Very effective**	**quite effective**	**ineffective**
Initial teacher education	**Very effective**	**quite effective**	**ineffective**
Professional qualification in Special Needs	**Very effective**	**quite effective**	**ineffective**
Area Network Support Teams	**Very effective**	**quite effective**	**ineffective**
Learning support teachers	**Very effective**	**quite effective**	**ineffective**
Educational psychologists	**Very effective**	**quite effective**	**ineffective**
HMI policy	**Very effective**	**quite effective**	**ineffective**
The local authority policy	**Very effective**	**quite effective**	**ineffective**
Whole school policy	**Very effective**	**quite effective**	**ineffective**
Behaviour support teams	**Very effective**	**quite effective**	**ineffective**

6. Are there any other effective support systems not listed here, which you are aware of? *(Please write on the line below)*

_____

7. Please rate the following according to how they have influenced your views about how Learning support should operate in secondary schools ?
(Please insert a 1 - 5 rating in order of importance. eg. 1 = Very important)

a) Higher education institutions eg.lecturers in support for learning. ☐
b) Local authority policy eg. such as 'Every Child is Special'. ☐
c) HMI publications. eg.'Effective Provision forSpecial Educational Needs'. ☐
d) Government publications eg. The Warnock Report (1978) ☐
e) Learning Support teachers. ☐

f) Other (Please specify) _____

8. Which of the following models of special educational needs best describe current practice in your school?*(Please tick one or more boxes)*

a) **Medical model:** A pupil isdiagnosed as having a particular difficulty and an individual programme is given to him to help him to overcome this difficulty. ☐

b) **Psychologiocal model**: Pupils are given intelligence and/or ability tests and then grouped or placed according to ability. ☐

c) **Individual model:** Pupils are categorised/recorded or given additional or special help at the request of parents ☐

d) **Social model 1:** The school or department wishes to discourage the use of labels or categories of special need in the belief that labels are stigmatising. ☐

e) **Social model 2:** The school or department not only accepts differences in ability but also wishes to encourage the view that diversity amongst individuals should not just be tolerated but valued. ☐

f) **Post-Modern Condition:** The school/department believes that there is no need to be concerned with modelling practice on any particular theory. Any approach which benefits children in practice is valid. ☐

f) **Concept other than the above** *(Please describe if possible in the space below)*

9. Do you think that SEN needs a more appropriate concept model on which to base practice in the field? *(Please tick one box only)*

YES ☐ NO ☐ DON'T KNOW ☐

10. If you ticked YES or DON'T KNOW for question 9, please try to explain why. *(Please write in the space below)*

11. At present, the Special Educational Needs field does not have a theory of its own on which to base practice. Would the availability of such a theory help to clarify practice in the field, in your opinion? *(Please tick one box only)*

YES ☐ NO ☐ DON'T KNOW ☐

12. Which of the following would you regard as an essential basis for conceptualising special educational needs:
(Please insert a 1 - 6 rating in order of importance . eg 1 = Most important and 5 = Least important)

a. Social justice for young people with special educational needs. ☐
b. Acceptance of, and value of differences/diversity amongst all pupils, including those regarded as having special educational needs. ☐
c. The rights/empowerment of young people with special needs. ☐
d. A continuum *of special educational needs. ☐
e. Focus on the curriculum and practice and not on individuals ☐

(Continuum means placing a pupil at one point along a line of abilty, according to his/her degree of difficulty)

THANK YOU FOR COMPLETING THIS SECTION. NOW PLEASE PROCEED TO SECTION TWO

SECTION TWO: PRINCIPLES, VALUES AND BELIEFS IN SEN

INCLUSIVE SCHOOLING

1. In your opinion, are all pupils in secondary schools valued and accepted regardless of their ability? *(Please tick one box only)*

   YES ☐ NO ☐

2. Do you think that it is possible for mainstream secondary schools to become inclusive in this way (Please see question 1)? *(Please tick one box only)*

   YES ☐ NO ☐

3. Which of the following beliefs have made inclusion of young people with special needs in secondary schools difficult in your opinion?*(You may tick more than one box)*

   A belief that integration is not in the best interests of all pupils. ☐

   Teachers don't feel equipped to address the difficulties of some pupils. ☐

   Mainstream school buildings are not equipped to cater for some special needs. ☐

   The mainstream curriculum isn't geared for some pupils with SEN. ☐

   Some parents and teachers don't want inclusion. ☐

   Pupils with SEN affect the school's exam results. ☐

   The government won't spend the money required ☐

   Separate learning support/special needs departments in secondary schools reinforce the notion of separateness and undermine inclusive approaches. ☐

   Other barriers not listed here (Please specify)_____

4. How important do you regard inclusion as a goal in special educational needs? *(Please circle one response only)*

   very important **quite important** **unimportant**

5. Is there another point that you wish to raise with regard to inclusion? *(Please write in the space below).*

SECTION TWO CONTINUED

CATEGORISATION/LABELLING

6. With which of the following statements do you agree/disagree? *(Please insert numbers 1, 2 ,3 or 4 beside each statement)*

1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

a) Clategorising pupils according to ability or needs, encourages the view that educational difficulty is the child's fault. ☐

b) Some categories of need are too general, distorting teachers perceptions of individual abilities eg. Not all physicallly disabled are the same. ☐

c) Provision in SEN should be based on a continuum* of educational difficulty. * (Continuum means placing a pupil at one point along a line of abilty, according to her degree of difficulty) ☐

d) Avoiding categorisation leads to inaction and neglect of some pupils by schools. ☐

e) Not all pupils fit easily into specific categories along a continuum of need eg. dyslexics. ☐

f) Whether teachers construct categories or not, the differences amongst pupils themselves will still remain. ☐

g) Recording should continue to be the main source of acknowledging/protecting the rights of young people with special educational needs . ☐

7. To what extent is labelling according to needs necessary, to ensure a pupil's right to an appropriate education? *(Please circle <u>one</u>response only)*

very Important qulte Important unImportant

8. Is there another point that you wish to raise in connection with the issue of categorisation/labelling? *(Please write in the space below)*

ENTITLEMENT/RIGHTS

9. With which of the following statements do you agree/disagree? *(Please insert numbers 1, 2 3 or 4 beside each statement)*

1 = Strongly agree **2 = Agree** **3 = Disagree** **4 = Strongly disagree**

a) Learning support teachers should positively discriminate resources and support in favour of disadvantaged children and those with special needs. ☐

b) All children are special including able pupils. There's no need to discriminate support and resources in favour of some pupils. ☐

c) Learning support teachers should challenge discriminatory practices in schools eg. negative or discriminatory attitudes towards the disabled/less able etc. ☐

d) Parents have the right to expect additional resources and individual attention for their child if he/she has a special need. ☐

e) All children should have the right to attend the same school as their peers. ☐

f) Inclusion is about empowering young people with special needs. They should have the right to articulate their wants as opposed to their needs. ☐

g) The able-bodied do not have the right to make decisions for the disabled. ☐

10. How important a goal do you consider equality and empowerment of young people with special needs to be? *(Please circle one response)*

very important **quite important** **unimportant**

11. Is there another point that you wish to raise in connection with the issue of entitlement/rights? *(Please write in the space below)*

SECTION THREE: FUTURE TRENDS AND IMPLICATIONS OF RECONCEPTUALISING SPECIAL NEEDS

1. With which of the following should staff development in SEN concern itself ? *(Please tick one or moreboxes)*

a) Developing effective support strategies for children with special needs. ☐
b) Producing a clearer definition of the concept and clarifying roles of those involved. ☐
c) Ending the categorisation of SEN as a separate field in education. ☐
d) Ensuring social justice for, and empowerment of children with special needs. ☐
e) Developing a new language in relation to SEN, which is not discriminatory . ☐
f) Promoting the view that diversity amongst pupils should be valued. ☐
g) Encouraging collaborative practices at all levels. ☐
h) Producing a clear, all encompassing theory to support and clarify practice. ☐

j) Other concern (Please specify) _____

2. Which of the following do you think will continue to be an issue in the special needs field in the new millenium? (*Please tick one or more boxes)*

a) Inclusive schooling. ☐
b) Social justice and the rights of those with special needs. ☐
c) Positive discrimination in favour of pupils with special needs. ☐
d) A newer more relevant concept of special educational needs. ☐
e) More collaborative approaches to supporting pupils with SEN. ☐
f) More meaningful categorisation of pupils with special needs ☐

f) Other (Please specify)_____

3. Are there are any other issues in connection with this questionnaire that you wish to raise? *(Please write these in the space below).*

THANKYOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE.PLEASE CHECK THAT YOU HAVE NOT MISSED OUT ANY QUESTIONS ACCIDENTALLY AND RETURN THE QUESTIONNAIRE TO LEARNING SUPPORT.
YOUR HELP IS VERY MUCH APPRECIATED.

APPENDIX 2

AN ANALYSIS OF THE CONCEPT OF SPECIAL EDUCATIONAL NEEDS AND ITS IMPLICATIONS FOR MAINSTREAM SECONDARY SCHOOLS IN SCOTLAND.

Questionnaire for mainstream secondary subject teachers

CITY/TOWN/VILLAGE: _____

LOCAL AUTHORITY: _____

Please return to: The Head of Learning Support.

Or, if unavailable to: Kate Hannah
Our Lady and St Patrick's High School,
Hawthornhill Road,
Dumbarton, G82 5JN

Telephone: (01389) 762101

PROFESSIONAL BACKGROUND INFORMATION

1. Which **subject** (s) do you teach? _____

2. What is your **present job title**? _____

3. What is the **total length** of your teaching experience ?
(Please enter number of years in the box) ☐

4. If you hold any **SEN qualifications,** please state which and year of completion?

_____

5. If you are currently **undertaking** an SEN qualification, please state which one and the year that you started it.

_____

6. Please circle whether you are: a) male b) female

7. Please circle the age bracket into which you fall:

a) Under 25 b) 26 - 35 c) 36 - 45 d) 46 - 55 e) 56 - 65

SECTION ONE: HOW SEN IS CONCEPTUALISED AT PRESENT

1. By which of the following titles is the department responsible for young people with special educational needs in your school, known at present ? ***(Please tick the appropriate box)***

a) The Department of Support For Learning. ☐

b) The Special Educational Needs Department ☐

c) The Department of Effective Learning. ☐

d) The Learning Support Department. ☐

e) There is no separate,special, department. ☐

f) Other than the above (Please specify) _____

2. **a)** Which of the above titles (if any) would you prefer to describe this department?

_____

b) Please explain your choice: _____

_____

_____

3. To what extent do you regard the following statements as accurate ? ***(Please circle one of the four categories in each case)***

Educational failure is the result of :

a)..... a problem in the child **strongly agree** **agree** **disagree** **strongly disagree**

b)..... curriculum failure **strongly agree** **agree** **disagree** **strongly disagree**

c)..... child and curriculum **strongly agree** **agree** **disagree** **strongly disagree**

e)..... environmental issues **strongly agree** **agree** **disagree** **strongly disagree**

f)..... (c) and (e) above **strongly agree** **agree** **disagree** **strongly disagree**

g)..... Other *(Please specify)* _____

4. To what extent do you regard each of the following roles of mainstream learning support teachers as important *(Please circle one for each role)*

a) One to one or small group pupil support	**very important**	**quite important**	**unimportant**
b) Writing/differentiating materials.	**very important**	**quite important**	**unimportant**
c) Cooperative teaching.	**very important**	**quite important**	**unimportant**
d) Staff development.	**very important**	**quite important**	**unimportant**
e) Acting as a consultant to other teachers.	**very important**	**quite important**	**unimportant**
f) Liaison with external agencies	**very important**	**quite important**	**unimportant**

g) Other not listed (Please specify) _____

5. To what extent do you consider the following support systems in SEN to be operating effectively in support of young people with SEN in mainstream secondary schools?*(Please circle <u>one out of the three</u> responses for each)*

The Recording System	**Very effective**	**quite effective**	**ineffective**
Individualised education programmes	**Very effective**	**quite effective**	**ineffective**
Initial teacher education	**Very effective**	**quite effective**	**ineffective**
Professional qualification SEN	**Very effective**	**quite effective**	**ineffective**
Area Network Support Teams	**Very effective**	**quite effective**	**ineffective**
Learning support teachers	**Very effective**	**quite effective**	**ineffective**
Educational psychologists	**Very effective**	**quite effective**	**ineffective**
HMI policy	**Very effective**	**quite effective**	**ineffective**
The local authority policy	**Very effective**	**quite effective**	**ineffective**
Whole school policy	**Very effective**	**quite effective**	**ineffective**
Behaviour support teams	**Very effective**	**quite effective**	**ineffective**

6. Are there any other effective support systems not listed here, which you are aware of? *(Please write in the space below)*

7. Please rate the following according to how they have influenced your views about how Learning support should operate in secondary schools ?
(Please insert a 1 - 5 rating in order of importance) eg 1 = Most important)

a) Higher education institutions eg.lecturers in support for learning. ☐
b) Local authority policy eg. Every Child is Special. ☐
c) HMI publications. eg.'Effective Provision fornSpecial Educational Needs'. ☐
d) Government publications eg. The Warnock Report (1978) ☐
e) Local authority based INSET. ☐

f) Other (Please specify) _____

8. Which of the following models of special educational needs best describe current practice in your school?*(Please tick one or moreboxes)*

a) **Medical model:**A pupil isdiagnosed as having a particular difficulty and an individual programme is given to him to help him to overcome this difficulty. ☐

b) **Psychologiocal model**: Pupils are given intelligence and/or ability tests and then grouped or placed according to ability. ☐

c) **Individual model:** Pupils are categorised/recorded or given additional or special help at the request of parents ☐

d) **Social model 1:** The school or department wishes to discourage the use of labels or categories of special need in the belief that labels are stigmatising. ☐

e) **Social model 2:** The school or department not only accepts differences in ability but also wishes to encourage the view that diversity amongst individuals should not just be tolerated but valued. ☐

f) **Post-Modern Condition:** The school/department believes that there is no need to be concerned with modelling practice on any particular theory. Any approach which benefits children in practice is valid. ☐

f) **Concept other than the above** *(Please describe if possible in the space below)*

9. Do you think that SEN needs a more appropriate concept model on which to base practice in the field? *(Please tick one box only)*

YES ☐ NO ☐ DON'T KNOW ☐

10. If you ticked YES or DON'T KNOW for question 9, please try to explain why. *(Please write in the space below)*

11. At present, the Special Educational Needs field does not have a theory of its own on which to base practice. Would the availability of such a theory help to clarify practice in the field, in your opinion? *(Please tick one box only)*

YES ☐ NO ☐ DON'T KNOW ☐

12. Which of the following would you regard as an essential basis for conceptualising special educational needs:
(Please insert a 1 - 5 rating in order of importance . eg 1 = Most important and 5 = Least important

a. Social justice for young people with special educational needs. ☐
b. Acceptance of, and value of differences/diversity amongstall pupils, including those regarded as having special educational needs. ☐
c. The rights/empowerment of young people with special needs. ☐
d. A continuum *of special educational needs. ☐
e. Focus on the curriculum and practice and not on individuals ☐

(Continuum means placing a pupil at one point along a line of abilty, according to his/her degree of difficulty)

THANK YOU FOR COMPLETING THIS SECTION. NOW PLEASE PROCEED TO SECTION TWO

SECTION TWO: PRINCIPLES, VALUES AND BELIEFS IN SEN

INCLUSIVE SCHOOLING

1. In your opinion, are all pupils valued and accepted regardless of their ability in secondary schools? *(Please tick one box only)*

YES ☐ NO ☐

2. Do you think that it is possible for mainstream secondary schools to become inclusive in this way? *(Please tick one box only)*

YES ☐ NO ☐

3. Which of the following beliefs have made inclusion of young people with special needs in secondary schools difficult in your opinion? *(You may tick more than one box)*

A belief that integration is not in the best interests of all pupils. ☐

Teachers don't feel equipped to address the difficulties of some pupils. ☐

Mainstream school buildings are not equipped to cater for some special needs. ☐

The mainstream curriculum isn't geared for some pupils with SEN. ☐

Some parents and teachers don't want inclusion. ☐

Pupils with SEN affect the school's exam results. ☐

The government won't spend the money required ☐

Separate learning support/special needs departments in secondary schools reinforce the notion of separateness and undermine inclusive approaches. ☐

Other barriers not listed here (Please specify)_____

4. How important do you regard inclusion as a goal in special educational needs? *(Please circle one response only)*

very important **quite important** **unimportant**

5. Is there another point that you wish to raise with regard to inclusion? *(Please write in the space below)*

SECTION TWO CONTINUED

CATEGORISATION/LABELLING

5. With which of the following statements do you agree/disagree? *(Please insert numbers 1, 2 ,3 or 4 beside each statement)*

1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

a) Categorising pupils according to ability or needs, encourages the view that educational difficulty is the child's fault. ☐

b) Some categories of need are too general, distorting teachers perceptions of individual abilities eg. Not all physicallly disabled are the same. ☐

c) Provision in SEN should be based on a continuum* of educational difficulty. * (Continuum means placing a pupil at one point along a line of abilty, according to her degree of difficulty) ☐

d) Avoiding categorisation leads to inaction and neglect of some pupils by schools. ☐

e) Not all pupils fit easily into specific categories along a continuum of need eg. dyslexics. ☐

f) Whether teachers construct categories or not, the differences amongst pupils themselves will still remain. ☐

g) Recording should continue to be the main source of acknowledging/protecting the rights of young people with special educational needs . ☐

6. To what degree do you consider that effective categorisation of young people with special needs is necessary in order to ensure their right to an appropriate education? *(Please circle one response only)*

very important quite important unimportant

7. Is there another point that you wish to raise in connection with the issue of categorisation/labelling? *(Please write in the space below)*

ENTITLEMENT/RIGHTS

8. With which of the following statements do you agree/disagree? *(Please insert numbers 1, 2 3 or 4 beside each statement)*

1 = Strongly agree **2 = Agree** **3 = Disagree** **4 = Strongly disagree**

a) Learning support teachers should positively discriminate resources and support in favour of disadvantaged children and those with special needs. ☐

b) All children are special including able pupils. There's no need to discriminate support and resources in favour of some pupils. ☐

c) Learning support teachers should challenge discriminatory practices in schools eg. negative or discriminatory attitudes towards the disabled/less able etc. ☐

d) Parents have the right to expect additional resources and individual attention for their child if he/she has a special need. ☐

e) All children should have the right to attend the same school as their peers. ☐

f) Inclusion is about empowering young people with special needs. They should have the right to articulate their wants as opposed to their needs. ☐

g) The able-bodied do not have the right to make decisions for the disabled. ☐

9. How important a goal do you regard equality and empowerment of young people with special needs to be? *(Please circle one response)*

very important **quite important** **unimportant**

10. Is there another point that you wish to raise in connection with the issue of equality or rights? *(Please write in the space below)*

SECTION THREE: FUTURE TRENDS AND IMPLICATIONS OF RECONCEPTUALISING SEN

1. With which of the following should staff development in SEN concern itself ? *(Please tick one or more boxes)*

a) Developing effective support strategies for children with special needs. ☐
b) Producing a clearer definition of the concept and clarifying roles of those involved. ☐
c) Ending the categorisation of SEN as a separate field in education. ☐
d) Ensuring social justice for, and empowerment of children with special needs. ☐
e) Developing a new language in relation to SEN, which is not discriminatory . ☐
f) Promoting the view that diversity amongst pupils should be valued. ☐
g) Encouraging collaborative practices at all levels. ☐
h) Producing a clear, all encompassing theory to support and clarify practice ☐

j) Other concern (Please specify) _____

2. Which of the following do you think will continue to be an issue in the special needs field in the new millenium? (*Please tick one or more boxes)*

a) Inclusive schooling. ☐
b) Social justice and the rights of those with special needs. ☐
c) Positive discrimination in favour of pupils with special needs. ☐
d) A newer more relevant concept of special educational needs. ☐
e) More collaborative approaches to supporting pupils with SEN. ☐
f) More meaningful categorisation of pupils with special needs ☐

f) Other (Please specify)_____

3. Are there any other issues in connection with this questionnaire, that you wish to raise? *(Please write these in the space below)*

THANKYOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE.PLEASE CHECK THAT YOU HAVE NOT MISSED OUT ANY QUESTIONS ACCIDENTALLY AND RETURN THE QUESTIONNAIRE TO LEARNING SUPPORT.
YOUR HELP IS VERY MUCH APPRECIATED.

APPENDIX 3

AN ANALYSIS OF THE CONCEPT OF SPECIAL EDUCATIONAL NEEDS AND ITS IMPLICATIONS FOR MAINSTREAM SECONDARY SCHOOLS IN SCOTLAND.

Questionnaire for Parents

CITY/TOWN/VILLAGE_____

LOCAL AUTHORITY: _____

Please return to: The Head of Learning Support at your child's school.

Or if unavailable, to:

Kate Hannah
Our Lady and St Patrick's High School,
Hawthornhill Road,
Dumbarton, G82 5JN

Telephone: (01389) 762101

BACKGROUND INFORMATION

1. Which year at secondary school is your child in at present? *(Please write the number in the box)* ☐

2. Please circle whether your child is a. male b. female

3. Does he/she have a Record of Needs? (Please tick one box)

YES ☐ NO ☐ UNSURE ☐

4. Please describe his/her needs in the space below (if known)

5. If your child is recorded, do you feel that he/she has benefited from having a Record of Needs?

YES ☐ NO ☐ UNSURE ☐

6. If you ticked YES in answering question 5, please describe the way in which he/she has benefited. *(Please write in the space below)*

7. Please circle whether you are a. male b. female

SECTION ONE

1. By which of the following names is the department in your child's secondary school responsible for young people with special needs known? *(please tick one box)*

a) The Department of Support For Learning. ☐

b) The Special Educational Needs Department ☐

c) The Department of Effective Learning. ☐

d) The Learning Support Department. ☐

e) There is no separate,special, department. ☐

f) Other than the above (Please specify) _____

2. **a)** Which of the above titles (if any) would you prefer to describe this department?

_____

3. To what extent do you agree or disagree with each of the following statements: *(Please circle <u>one response</u> after each statement)*

a. Children do not make progress in school because they are given curriculum tasks which they are unable to do.

strongly agree **agree** **disagree** **strongly disagree**

b. Children do not make progress in school because of their own difficulties.

strongly agree **agree** **disagree** **strongly disagree**

c. Children do not make progress in school because of factors outside the school

strongly agree **agree** **disagree** **strongly disagree**

d. Children do not make progress in school because of a combination of statements **a - d.**

strongly agree **agree** **disagree** **strongly disagree**

e. Other *(Please specify)*_____

4. Which of the following is of most help to your child in school, in your opinion? *(Please circle one response in each case)*

a. Individual help from a specially qualified teacher.

Very Important **quite Important** **unimportant**

b Having his/her writing materials specially adapted

Very Important **quite Important** **unimportant**

c Having a learning support teacher in the classroom to work with pupils there.

Very Important **quite Important** **unimportant**

d Special training for subject teachers so they are better informed about pupils needs.

Very Important **quite Important** **unimportant**

e The support of other professionals such as psychologists etc.

Very Important **quite Important** **unimportant**

5. Are there any other support systems that you know of which are not mentioned here? *(Please write in the space below)*

6. Which of the following models best describes the approach to support that your child has had in secondary school? *(You may tick more than one box)*

a. He/she was diagnosed as having a particular difficulty or need and given special work to overcome this difficulty ☐

b. He/she received extra help because you requested it. ☐

c He/she was assessed by a psychologist for his/her level of ability or needs. ☐

d. The school/local authority does not label children according to needs. ☐

e The school/local authority accepts and values differences amongst pupils ☐

f. Any approach to helping your child is used if he/she benefits from it. ☐

g. None of the above. ☐

7. Of the support models in question 6, which do you prefer? *(Please tick one or more)*

a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ f. ☐ g. ☐

8. Do you think that your child would benefit from a different or new approach to supporting him/her? *(Please tick one box only)*

YES ☐ NO ☐ DON'T KNOW ☐

9. If you ticked YES, can you suggest another approach? *(Please write in the space below)*

SECTION TWO: ISSUES, PRINCIPLES AND BELIEFS

1. Do you think that schools accept and value young people regardless of differences amongst them? *(Please tick one box only)*

YES ☐ NO ☐ DON'T KNOW ☐

2. How important do you think it is that schools accept and value children regardless of differences amongst them? *(Please circle one response)*

Very important **quite important** **unimportant**

3. Is there another point that you wish to raise about this issue? *(Please write in the space below)*

4. How important is it, in your opinion, that a child's special needs or difficulties are named or labelled? *(Please circle one response)*

Very important **quite important** **unimportant**

5. Is there another point that you wish to make about this issue? *(Please write in the space below)*

6. How important is it to you, that schools prioritise additional teaching support and resources in favour of young people with special needs?
(Please circle one response)

Very important **quite important** **unimportant**

7. How important is it that young people attend the same school as their brothers/sisters/friends regardless of their ability or needs?
(Please circle one response)

Very important **quite important** **unimportant**

8. How important is it that young people with special needs have a say in the kind of support that they receive?
(Please circle one response)

Very important **quite important** **unimportant**

9. Is there another point that you wish to make about these issues?
(Please write in the space below)

10. How effective do you think mainstream secondary schools are,in general, at supporting young people with special educational needs?*(Please circle one response)*

Very effective **quite effective** **Ineffective** **don't know**

11. Is there any thing that you would change about mainstream secondary schools in order to make them more helpful to young people with special educational needs? *(Please write in the space below)*

12. Which of the following would you regard as an important basis for special educational needs:
(Please insert a 1 - 5 rating in order of importance . eg 1 = Most important and 5 = Least important

a. Social justice for young people with special educational needs. ☐

b. Acceptance of, and value of differences/diversity amongst all pupils, including those regarded as having special educational needs. ☐

c. The rights/empowerment of young people with special needs. ☐

d. A continuum *of special educational needs. ☐

e. Schools should focus on the curriculum and practice and not just on pupils ☐

(Continuum means placing a pupil at one point along a line of abilty, according to his/her degree of learning difficulty)

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. PLEASE CHECK CAREFULLY THAT YOU HAVE NOT MISSED ANY QUESTIONS AND RETURN THE QUESTIONNAIR TO THE LEARNING SUPPORT DEPARTMENT.

YOUR HELP IS GREATLY APPRECIATED

APPENDIX 4

Questionnaire for Secondary School Pupils

CITY/TOWN/VILLAGE:_____

LOCAL AUTHORITY: _____

Please return to: Your Learning Support teacher.

PUPIL INTERVIEW / QUESTIONNAIRE

BACKGROUND INFORMATION

1. What age are you? ☐

2. Which year group are you in? ☐

3. Do you have a Record of Needs? *(Please circle one)* Yes / No / Don't know

---

SECTION 1

4. Do you have any extra help at school? *(Please tick one box)*

   YES ☐ NO ☐

---

5. Who gives you extra help? *(You may tick more than one box if you wish)*

   a. Subject teacher(s) ☐

   b. A learning support teacher ☐

   c. A visiting teacher ☐

   d. Someone else *(Please write on the line below)*

---

6. How do you feel about getting this extra help? *(Write in the space below)*

7. Which **type of help** do you like best? *(Please tick one box only)*

a. In the classroom with other pupils ☐

b. In a small group in the learning support room ☐

c. On my own with the learning support teacher ☐

d. On my own with a visiting teacher ☐

e. Using special worksheets which are easier to understand ☐

f) Other *(Please write on the line below)*

_____

8. **How often** do you have the extra help? *(Please tick one box only)*

a. 1 period a week ☐

b. 2 periods a week ☐

c. 3 hours per week ☐

d. More than 3 periods a week ☐

e. No special times ☐

_____

9. Which **types of help** have you had? *(Please tick one or more boxes)*

a. Your own individual programme to help you improve ☐

b. A test from a psychologist. ☐

c. Extra help that your parents asked for. ☐

d. No one is treated any differently from anyone else. ☐

e. I am allowed a say in the kind of help I get. ☐

f. My teachers use any way of working which help me. ☐

SECTION TWO

9. **Which** of these jobs do learning support teachers do? *(Please circle one word for each job)*

a. Working in classes with teachers to help only some pupils

often **sometimes** **never** **don't know**

b. Working in class with a teacher to help all pupils

often **sometimes** **never** **don't know**

c. Having meetings with parents, psychologists and others to talk about how you are getting on.

often **sometimes** **never** **don't know**

d. Giving talks to teachers about how to help pupils

often **sometimes** **never** **don't know**

e. Writing special worksheets for some pupils to be used in class so that they can understand what to do better.

often **sometimes** **never** **don't know**

f. Writing special worksheets for all pupils, to be used in class, so that they can understand what to do better.

often **sometimes** **never** **don't know**

10. **How would you change schools** to make them more helpful to you? *(Please write in the space below)*

THANKYOU FOR COMPLETING THIS QUESTIONNAIRE
PLEASE CHECK THAT YOU HAVE ANSWERED EVERY QUESTION AND RETURN TO YOUR TEACHER.

APPENDIX 5

INTERVIEW QUESTIONS FOR POLICY MAKERS

CURRENT ISSUES IN SEN

1. What do you consider to be the fundamental values and principles underpinning special educational needs in Scotland at present?

2. Do you think that these principles are shared by all of those involved? eg. policy makers, HMI, teachers, parents, pupils etc

3. In what ways, if any, have these changed over the past twenty years?

4. Of the principles that you have identified, which do you consider to be the most important? Please explain why?

5. Are there aspects of SEN that you would consider to be ineffective or problematic? eg. Recording, ITE, policy, Support Teams, staff development.

6. Who do you think has most influence on practice in SEN at present? eg. Politicias, HMI, Local authorities, Higher Education, parents, teachers, pupils

7. Which concept model or models most influence practice in special educational needs in your opinion at present ? eg. medical, psychological, individual, social etc

RECONCEPTUALISATION

8. Many critics in SEN suggest that it does not have a theoretical basis of its own and that consequently, the field is problematic and diffuse? *(eg. Tony Booth, Len Barton, Thomas Skric, Charles Dyson and Alan Gains, Brown and Riddell etc)*

Do you agree with this? Please explain why/why not.
Is it possible in your opinion, for SEN to have a coherent theoretical analysis of its own?

9. What form would such a theory take? eg. Which new and/or existing principles, beliefs and values might a theory or reconceptualisation of the field embody and why?

10. What would be the implications of reconceptualising SEN in this way for practice in mainstream secondary schools?

11. What are the main barriers to theorising the field?

SPECIFIC ISSUES IN SEN

12. Is it still valid to define educational difficulty in terms of a continuum of need?

13. What are your views on categorisation of pupils with SEN?

14. Is full inclusion possible?

15. Should learning support teachers positively discriminate resoures and support in favour of pupils with special needs?

16. To what extent is it possible to accomodate and value diversity in education?

FUTURE TRENDS

17. What role might staff development play in SEN in the future?

18. How do you see SEN developing in the year 2000 and beyond? eg. What will be the key issues in the milenium?

19. How might the language of SEN reflect these developments?

20. Should learning support continue to exist in its present form in mainstream secondary schools? (eg. as a separate department with a 'distinct' set of practices etc)

21. If it is possible to theorise special educational needs, who should produce such a theory?

APPENDIX 6

Questions for interview with parents.

1. What do you consider to be the fundamental principles underpinning special education in Scotland at present? Do you think that these principles are shared by all those involved such as parents pupils and teachers etc?

2. Which theoretical models (if any) most influence practice in SEN in secondary schools at present in Scotland? (eg. medical, individual approach, psychological, sociological, none in particular etc)?

3. Is it still valid to define special educational needs in terms of a continuum of need in your opinion?

4. What are your views on categorisation (labelling) of pupils with SEN?

5. To what extent is inclusion a realistic objective for SEN pupils?

6. In general, do secondary schools value diversity (in terms of the range of ability amongst pupils)?

7. Should support for learning teachers positively discriminate teaching/resources in favour of pupils with special educational needs? (eg. are some young people more entitled to additional/special teaching or resources?

8. Should support for learning teachers continue to form a separate department in mainstream secondary schools in the future?

9. In your opinion, do current principles/goals associated with SEN (inclusion) require to be reviewed?

10. Which of the following modern principles would you regard as fundamental to a concept of SEN?

    a. Social justice for young people with SEN?

b. Acceptance of, value of differences/diversity amongst all young people.

c. The rights/empowerment of young people with special educational needs.

d. A continuum of special educational needs.

e. Focus on the curriculum and practice and not on individuals.

f. Other?

11. How do you see SEN developing in the next ten years or so? What will be the key issues?

12. If you could change anything about the way that schools support young people with special educational needs, what would you change?

APPENDIX 7

Questions for Interview with pupils

1. What year are you in at present?

2. Do you know what a record of needs is?

3. Do you have any extra help in school?

4. Do you know the reason why you have this help?

5. Can you describe the kinds of help that you have had?

6. Who provides this help?

7. What is the name of the department who provides additional help?

8. Do you think that this nis a good title for the department that provides extra help for pupils? Why/why not?

9. Children often perform differently in schools. Rate these reasons why children don't do well according to how important you think they are:

1= Strongly agree 2=Agree 3=Disagree 4=Strongly disagree. 5=Undecided

a. the work that they're asked to do in subjects is often too difficult for them.

b. its all to do with a problem in the child such as a learning difficulty for example.

c. some children don't do well at school because of things happening in their life outside of school.

d. because of a mixture of their own difficulties, school work thats too difficult and

10. Are there any other reasons why children don't do well at school that you know of?

11. How did you first come to receive extra help in school?
(Possible prompts : was it because your parent asked for help for you, there was a medical report sent to the school, you had a special test from a psychologist, a teacher arranged it).

12. What kinds of pupils do LS. teachers give extra help to in your school?

13. How aware are you of pupils receiving different types of help or extra help in class? Have you or some pupils been treated differenty from others in subject classes?

14. What form do these differences take?

15. Of all the approaches (if any) that the school has used to help you, which would you say had most helpful? Please try to explain why.

16. Do you think that learning support should change the way in which it helps pupils? If so, In what way(s) could it be made better?

ISSUES/PRINCIPLES

17. Do you think that secondary schools are good at providing for the needs of all pupils no matter what difference or ability there is amongst pupils?

18. Can you tell me the names of some of some types of special needs that pupils might have in secondary schools nowadays?

19. Do you think it's good if these differences have a name? If possible explain why.

20. Do you think that learning support teachers should concentrate on these pupils and not on others? (Explain our answer if possible)

21. Do you think that all pupils, even those with serious difficulties should be able to go to the same school as everybody else of the same age? (Please explain response if possible)

22. Should pupils have more say in the kind of help that they receive?

23. In general how good would you say that secondary school has been in helping you?

Very helpful Helpful Fairly helpful Unhelpful Unsure

24. If you could change any way in which your school gives help, what would you change?